

ZESZYT ĆWICZEŃ DO JĘZYKA ANGIELSKIEGO

repetitorium **ÓSMOKLASISTY**

CZĘŚĆ **2**

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Jeśli masz już konto, kliknij: **Zaloguj się (Log in)**.
3. Po zalogowaniu kliknij: **Aktywuj kod (Activate code)** i przepisz kod podany obok.
4. Następnie pobierz aplikację **Student's App** na swój komputer, tablet bądź smartfon, uruchom instalator i postępuj zgodnie z instrukcjami widniejącymi na ekranie.
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repetitorium

ÓSMOKLASISTY

CZĘŚĆ 2

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 lub po zeskanowaniu QR kodu
 za pomocą smartfonu:



1 Uzupełnij zdania. W każdą lukę wpisz jeden wyraz.

- 1 My parents _____ engaged in 1995 and their wedding was one year later.
- 2 I know his first name is Steve, but I've forgotten his _____ name.
- 3 You don't need to give your date of _____ - they are only asking where you were born.
- 4 I'm sorry, but we cannot go to the park today - I'll _____ it up to you at the weekend.
- 5 It's too far to walk, we need to _____ a bus.
- 6 Let's get Mark a concert ticket for his birthday - he's really _____ music.
- 7 What I like about online school is that it's enough to wake _____ only 15 minutes before the first lesson.

2 Uzupełnij zdania odpowiednią formą czasowników podanych w ramce.

brush	go	do	wear
use	leave	sleep	

- 1 My grandma _____ to church every Sunday.
- 2 Should I _____ my teeth after lunch?
- 3 Derek cannot take the rubbish out now because he _____.
- 4 We have _____ the house in five minutes or we'll be late.
- 5 According to the school rules, girls mustn't _____ make-up.
- 6 _____ your parents _____ social networks?
- 7 What _____ you _____?
Do you have a minute?

3 Uzupełnij każdą lukę (1-7) jednym wyrazem tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.

This photo is from my birthday party. I didn't invite any friends or classmates - it was a party only



for my ¹ _____. You can see my ² _____ standing on the left, my dad at the back, my twin ³ _____ standing behind me and my older ⁴ _____ - she's the one who is carrying a baby. The woman with straight fair ⁵ _____ is my mum. It was a nice garden party, the ladies were wearing ⁶ _____ and the guys - shirts. We had some snacks and a cake. Can you see the black camera on the table? It's my gift. I love ⁷ _____ photos so they gave me a perfect present!

4 Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy.

- X: Karren, is that you? How ¹ (been) _____?
- Y: I'm OK, I live in London now. I study there.
- X: Really? Do you miss home?
- Y: I don't know really ... Things are different now.
- X: What ² (mean) _____ that?
- Y: My parents got divorced and my home is no longer the same.
- X: I'm sure things will get better. You can always call me if you want to talk.
- Y: Thanks, Bill. That's ³ (kind) _____ you.
- X: No problem. You know my number.
- Y: I do. And you? What have you ⁴ (up) _____ lately?
- X: Nothing special. I'm getting ready for my final exams.
- Y: Good luck then. I'm afraid I need to go now.
- It ⁵ (talking) _____ you.
- X: Yes, I'm glad we've met today.

5 **Uzupełnij dialogi tak, aby otrzymać spójne i logiczne teksty.**

- 1 X: This is my friend, Ben.
Y: _____ you, Ben!
- 2 X: I'm staying at home, I'm not feeling well.
Y: I hope _____ soon, Tom.
- 3 X: We are meeting in Old Street, number 45.
Y: Sorry, I didn't catch it. Could you _____, please?
- 4 X: I _____ of luck!
Y: Thanks, that's very kind of you.
- 5 X: _____ your new job!
Y: Thank you. I'm really glad I got it.

6 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie cztery wyrazy.**

- 1 These (be / Greg / shoe) _____.
- 2 (be / you / interested) _____ your family history?
- 3 Everyone (have / wear) _____ a costume for the party.
- 4 (you / have) _____ the time?
- 5 My (hobby / be) _____ drawing and making videos.
- 6 Don't go into the bathroom – Ben (take / shower) _____.
- 7 (Monica / play) _____ any musical instruments?

7 **Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.**

- 1 Be quiet! Dad (ma) _____ an online meeting now.
- 2 How often (spotykasz się z) _____ your cousins?
- 3 You can't watch the match – it starts (o północy) _____.

- 4 How (ile masz lat) _____?
- 5 Justin (zazwyczaj spędza czas) _____ out with his mates in the park.
- 6 What (jest godzina) _____?
- 7 Peter (jest zawsze punktualny) _____.

8 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.**

- 1 You can always rely on Steve. **IS**
Steve _____.
- 2 They must go now. **TO**
They _____ now.
- 3 I'm a big fan of basketball. **ON**
I _____ basketball.
- 4 It's a good idea to get Lucy a present. **SHOULD**
We _____ Lucy a present.
- 5 Please don't use mobile phones during dinner. **ARE**
Please don't use mobile phones when we _____.
- 6 We've got a trampoline in the garden. **IS**
_____ trampoline in our garden.
- 7 It's three fifteen. **A**
It's _____ three.

9 **Uzupełnij zdania informacjami o sobie.**

- 1 I look a lot like my _____.
He/She is _____ and he/she has got _____.
- 2 Character is quite important for me. I like people who are _____, _____ and _____.
- 3 My favourite kind of holiday is _____ because _____.
- 4 In the afternoon I usually _____ and _____.

1 Popraw błędy w zdaniach.

1 How much pockets money do you get?

2 Go to the chemists to buy some bandages.

3 I like fry chicken the most.

4 I'm allergic to diary products.

5 The knives are already on the table.

6 Where are the change rooms?

7 What are you ordering for desert?

2 Zakreśl właściwą odpowiedź: A, B albo C.

< ✉ New message

Hi Tina,

I'm writing to let you know that I had a great time yesterday. We ¹ _____ early in the morning and we went straight to the street market. Tom picked up a few bargains, but I didn't buy ² _____. Then we ³ _____ a walk in the Old Town and we sat down by the river for a while. Finally, we went to a lovely Italian restaurant. As a child, I ⁴ _____ there with my parents a lot, but the food ⁵ _____ so good back then. Anyway, I'm so sorry you couldn't come. Maybe we can go ⁶ _____ next Saturday?

Let me know,

Helen

- | | |
|------------------|----------------|
| 1 A were meeting | B used to meet |
| C met | |
| 2 A anything | B something |
| C nothing | |
| 3 A were taking | B took |
| C take | |
| 4 A did go | B was going |
| C used to go | |
| 5 A weren't | B wasn't |
| C didn't | |
| 6 A somewhere | B nowhere |
| C anywhere | |

3 Uzupełnij każdą lukę (1-7) jednym wyrazem tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych wyrazów.



¹ _____ this photo you can see everything I need to make green ² _____. I take four kinds of fruit: kiwi, lemon, banana and ³ _____, and two types of ⁴ _____: cucumber and spinach. I peel the banana and kiwi and I ⁵ _____ all the ingredients into pieces which I then put into the blender. Next, I add some water. It all takes five minutes. And instead of ⁶ _____ between meals, I drink ⁷ _____ healthy.

4 Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy.

X: Margaret, do you remember that we have guests tonight?
 Y: Of course! Aunt Lucy and Uncle Bill are coming for dinner. What are we having?
 X: Let ¹ (think) _____ it. Perhaps we could make pizza.
 Y: Great. ² (I / go) _____ to the shop?
 X: ³ (worry) _____, I'll do it. We need some groceries for the weekend, too.
 Y: Are you sure you don't need any help, Mum? I'll go with you ⁴ (like) _____.
 X: That's OK, you can help me later in the kitchen.

5 **Uzupełnij dialogi tak, aby otrzymać spójne i logiczne teksty.**

- 1 X: _____ meeting
in the café around the corner?
Y: Sounds great. What time?
- 2 X: _____ to get you
anything from the grocer's?
Y: No, thanks. I've got everything I need.
- 3 X: Let's go to the supermarket.
Y: _____ I can make it.
Maybe later.
- 4 X: There is a problem with the sink.
Y: I'll call a plumber if _____.
- 5 X: Come to my house for dinner.
Y: _____ think about it.

6 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie cztery wyrazy.**

- 1 I'd like (pay / cash) _____.
- 2 I didn't (use / go) _____
the hairdresser so often.
- 3 I (wait) _____ in the queue
when I realised I had no money.
- 4 I looked at the menu, but I (be / not ready)
_____ order.
- 5 (you / use) _____ cook
as a student?
- 6 I'm sorry, but I (forget / buy) _____
_____ broccoli.
- 7 I (try / peel) _____ the onion
when I cut myself.

7 **Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.**

- 1 Look carefully – the milk is (gdzieś w) _____
_____ fridge.
- 2 Did you (zaprosiłeś kogoś) _____
to lunch yesterday?
- 3 Last weekend, I (kupiłem używaną) _____
_____ scooter.
- 4 I (oszczędzałam pieniądze) _____
_____ for a long time and then
I bought a skateboard.

5 Did you (zarezerwować stół) _____
_____?

6 I (kiedyś jadłam) _____
a lot of fast food, but now I don't.

7 We (siedzieliśmy przy) _____
the table, but the waiter didn't come.

8 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

- 1 We found nothing interesting at the market.
NOT
We _____ interesting at the market.
- 2 I had a habit of making breakfast for my
parents. **TO**
I _____ breakfast for my parents.
- 3 This sweatshirt is the wrong size. **FIT**
This sweatshirt _____ me.
- 4 I don't have enough money to buy these
jeans. **AFFORD**
_____ these jeans.
- 5 I got a 50% discount on it. **HALF**
I _____.
- 6 The lights went out during the party. **WHILE**
The lights went out _____
a party.
- 7 Why don't you return it? **BACK**
How about _____ to the shop?

9 **Popatrz na plan dnia Sary i napisz cztery zdania o tym, co robiła wczoraj. Użyj czasów past simple i past continuous.**

9:00 – grocery shopping with Mum
on the way home – bookshop; present for Mike
14:00–15:00 – prepare barbecue (+ wrap present)
16:00 – guests arrive (!!!)
during the party – birthday cake

- 1 Zaznaczone wyrazy są w niewłaściwych zdaniach. Zamień je tak, aby zdania były poprawne.

- 1 Could you please **water** the dishes?
- 2 The man told me to **get** past the bookshop.
- 3 We need to leave now or we will **turn** the bus.
- 4 Mum asked me to **make** the ironing.
- 5 After about five minutes, **miss** right.
- 6 Excuse me, how do I **go** to the Underground?
- 7 Do you **do** your bed every morning?
- 8 I need to **wash** the plants before I go out.

- 2 Zakreśl poprawną formę. Następnie uzupełnij zdania zaimkami względnymi.

- 1 Today at 5 pm we **will meeting / are meeting** a man _____ house my parents want to buy.
- 2 The plans are not specific yet, but we **are going to go / will be go** on holiday to a place _____ we can rest well.
- 3 You know what?! I think I **will buy / am buying** the sweatshirt _____ you showed me.
- 4 I hope we **finally going to talk / will finally talk** about the date _____ you can move in.
- 5 On Saturday morning, we **will going to begin / are beginning** our package holiday _____ we booked last month.
- 6 In a few days, I **am going have / am having** a meeting with the man _____ will be our travel guide.

- 3 Uzupełnij zdania, używając **much, many, (a) little, (a) few**.

- 1 How _____ chairs are there in the dining room?
- 2 We have _____ tickets left – do you want one?
- 3 There is _____ time left – hurry up!
- 4 I don't know how _____ suitcases I can take on board the plane.
- 5 I think you've got too _____ luggage – the limit is two bags per person.
- 6 Everything is paid for so you only need _____ pocket money.
- 7 I was disappointed when so _____ people came to the barbecue.

- 4 Dla każdej z opisanych sytuacji (1-4) wybierz właściwą reakcję. Zakreśl literę A, B albo C.

- 1 Przechodzień pyta cię o drogę na stację.
Co mu powiesz?
A Perhaps it's near.
B It's the one next to the Underground.
C Go straight and then turn left.
- 2 Jedziesz na weekend do dużego miasta.
Zastanawiasz się, czy wynająć tańszy pokój, ale dalej od centrum. Poproś koleżankę o radę.
A Do you think I should go?
B Should I rent this place?
C What's better than the city centre?
- 3 Kolega pyta cię o radę, jakim środkiem transportu powinien pojechać na weekend nad morze. Co mu powiesz?
A Don't do that – it's dangerous.
B Let's go to the seaside.
C If I were you, I'd go by car.
- 4 Nie wiesz, jak dostać się na lotnisko.
Zapytaj przechodnia, jak tam dojechać.
A Excuse me, how do I get to the airport?
B Sorry, which is the airport?
C I need to get on a plane.

- 5 Wpisz w każdą lukę (1-4) brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty.

1 _____ are there?

Only one,
we need
one more.



2

Where is
the toilet?



Over there, on _____.

- 3 What _____ to paint
the walls?

I was thinking
about green.



- 4 What shall _____ the driving
test? I can't go tomorrow.



I think you should
move the date
to next month.

- 6  **Uzupełnij zdania, wykorzystując wyrazy
podane w nawiasach w odpowiedniej formie.
Nie zmieniaj kolejności podanych wyrazów,
natomiast – jeśli to konieczne – dodaj inne
wyrazy. W każdą lukę wpisz maksymalnie
cztery wyrazy.**

- 1 To get there faster, take (second / turning)
_____ the left.
- 2 We (take / ferry) _____ at 4 am.
Don't be late.
- 3 I'm (make) _____ a reservation
for us for two nights next month, OK?
- 4 We (take / few / sandwich) _____
_____ on the trip, but it was not enough.
- 5 What are (you / do) _____
_____ about the lost luggage?
- 6 There is (little / furniture) _____
_____ in that flat, but we need more.
- 7 Come in! There (be / plenty / space) _____
_____ inside the house.

- 7  **Przetłumacz na język angielski fragmenty
zdań podane w nawiasach tak, aby otrzymać
logiczne i gramatycznie poprawne zdania.
W każdą lukę wpisz maksymalnie cztery wyrazy.**

- 1 At which bus stop (powiniennem wysiąść)
_____?
- 2 Look over there! The plane is (właśnie zaraz
wystartuje) _____ off.
- 3 We are going to make (kilka wycieczek) _____
_____.
- 4 Remind me the name of (kawiarni, która jest)
_____ in the main square?
- 5 There are (kilka sklepów z pamiątkami) _____
_____ here.
- 6 OK, you relax, I (nakryję do stołu) _____
_____.
- 7 When exactly (wychodzimy) _____
_____?

- 8  **Wykorzystując wyrazy podane drukowanymi
literami, uzupełnij zdania z luką tak, aby zachować
znaczenie zdania wyjściowego. W każdą lukę
możesz wpisać maksymalnie cztery wyrazy.**

- 1 I'm afraid we haven't got much coffee. **LITTLE**
I'm afraid there _____ coffee.
- 2 This is Steve. His sister rents our flat. **MAN**
Steve _____
sister rents our flat.
- 3 I've got a doctor's appointment at 4. **SEEING**
I _____ at 4.
- 4 I think you should walk there. **GO**
I think you _____ foot.
- 5 Several passengers were waiting on the platform. **A**
_____ were waiting on the platform.
- 6 Our plan is to travel south. **ARE**
_____ travel south.

- 9 **Uzupełnij zdania informacjami o sobie.**

On my dream holiday, I'd like to go to _____
with _____. I could stay _____
for two weeks and do nothing, but _____.

I'd like to move to _____ one day.
I'd like to have _____ in my place.
The person who could live with me is _____
because _____.

- 1 Połącz odpowiednie fragmenty zdań, a następnie wpisz brakujące wyrazy.

- 1 My cousin was a secretary, but she
- 2 I was hoping to get a better mark, but I didn't
- 3 Which of your parents
- 4 Mary doesn't want to work here anymore – she has already
- 5 I need to borrow your history notebook because I didn't
- 6 I was ill for a week and now I need to
- 7 The job is well-paid, but you will

- A _____ for this test, I must admit.
 B _____ for three different jobs.
 C _____ up with the rest of the class.
 D _____ promoted and became a manager.
 E _____ a lot of responsibility.
 F _____ a better salary?
 G _____ down all the dates during the lesson.

- 2 Uzupełnij tekst odpowiednią formą czasowników z ramki.

enjoy finish give
not decide want

I ¹ _____ to become a journalist ever since I can remember. I ² _____ both watching and recording videos my whole life. And now I think I can finally make my dream come true. Last week, I ³ _____ a chance to take the first step towards my TV career. At school, we had some workshop with a producer from the local TV station and he invited me to take part in a project. It's about teaching citizenship to teenagers. I'm supposed to make a video on this topic. I ⁴ _____ what to show yet, but I still have time. The project has to ⁵ _____ by next Monday.

- 3  Uzupełnij luki w tekście wyrazami z ramki. Trzy z nich zostały podane dodatkowo i nie pasują do żadnej luki.

A plane B exhausted C tiring
D make E take F flight

Peter has always liked travelling by plane. He got excited every time a plane was taking off and he really liked the idea of getting to know many different countries. No wonder he decided to become a ¹ _____ attendant. But it was not so easy – believe it or not, he had to ² _____ quite difficult exams to get the job. And it surely isn't an easy job either. He is sometimes ³ _____ after doing a return flight.



- 4  Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy.

X: Have you finished doing your assignment yet?
 Y: No. I don't even know where to begin.
 X: How ¹ (feel) _____ about doing it together?
 Y: ² (point / view) _____, it's a great idea. But I'm not sure if it's allowed.
 X: But it's better to learn from each other, right?
 Y: I ³ (totally) _____ with you. At least we can do the online research together and then we'll decide.
 X: OK. I ⁴ (like) _____ make a poster about jobs important for society, such as doctors and scientists. What do you think?
 Y: I ⁵ (sure) _____ about that – the topic of the assignment is 'Future heroes' – perhaps we need to think about something else.

5 **Uzupełnij dialogi tak, aby otrzymać spójne i logiczne teksty.**

- 1 X: What _____ to do about the failed test.
Y: I guess I need to take it again.
- 2 X: I don't have notebooks – they are useless.
Y: I'm afraid _____ to disagree.
You learn more when you write down some information.
- 3 X: Maths is my favourite subject.
Y: Really? _____ learning languages to learning maths, it's easier for me.
- 4 X: Are _____ of quitting your job?
Y: Yes! I don't want to be a babysitter anymore.

6 **Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie cztery wyrazy.**

- 1 So far, all of the (essay / be / write) _____ by hand.
- 2 We (never / have) _____ drama classes – it's something completely new.
- 3 My school timetable is awful. When (it / change) _____ by our form tutor?
- 4 (you / work) _____ part-time before?
- 5 Luke (find / first job) _____ when he was only 17.
- 6 How long (you / be) _____ a travel agent?
- 7 You need to wait – your car (not / service) _____ yet.

7 **Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie cztery wyrazy.**

- 1 How many (księgowych jest zatrudnionych) _____ in your dad's company?
- 2 What (obowiązki masz) _____ since you got promoted?
- 3 All of the customers (zostali właśnie obsłużeni) _____.

- 4 My dad (jest technikiem) _____ at SoftRem for 15 years.
- 5 Most people (nie znoszą pracować po godzinach) _____.
- 6 Our parents (są regularnie informowani) _____ about our marks.
- 7 (Czy twoja praca jest) _____ less stressful since you started working from home?

8 **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

- 1 How often do they use dictionaries? **ARE**
How often _____?
- 2 They became engineers in 2010. **HAVE**
They _____ 2010.
- 3 When did you get a job here? **BEEN**
How _____ employed here?
- 4 You have to speak English at all times in class. **HAS**
English _____ at all times in class.
- 5 Where do they wrap the gifts? **ARE**
Where _____?
- 6 The last time I wrote a CV was three years ago. **WRITTEN**
I _____ a CV for three years.
- 7 You should hand in the essays now. **BE**
The essays _____ now.

9 **Uzupełnij informacje na temat pracy, którą kiedyś chciałbyś/chciałabyś wykonywać. W każdą lukę wpisz wskazaną informację.**

One day I'd like to be ¹ _____.

In my job, I will need to ² _____ and ² _____. I believe I'm a good candidate for such a job because I'm ³ _____ and ³ _____. In order to become ¹ _____, first I will have to ⁴ _____ and learn how to ⁵ _____.

- | | |
|------------------------|-------------|
| 1 job title | 4 education |
| 2 duties | 5 skills |
| 3 personality features | |

- 1 W każdej linii zakreśl jeden wyraz, który nie pasuje do pozostałych.

- | | | | |
|--------------|----------|------------|-------------|
| 1 poem | song | lyrics | tune |
| 2 writer | poet | journalist | presenter |
| 3 soundtrack | portrait | drawing | sketch |
| 4 stage | director | design | performance |
| 5 fair | cast | festival | carnival |

- 2 Uzupełnij luki w zdaniach. Pierwsze litery brakujących wyrazów zostały podane.

- It's enough to read the **h**_____ to know what the article is about.
- The **p**_____ of the film was exciting and everything happened very quickly.
- When was the last time you attended a circus **p**_____?
- I've just watched an interesting **d**_____ about how the Second World War started.
- Who is going to be the **l**_____ actor in the play?

- 3 Odpowiedz na pytania.

What do you call:

- a person who makes clothes and decides what will be trendy? _____
- a film about space and robots in the future? _____
- music written by such composers as Mozart or Chopin? _____
- a person who plays an instrument professionally? _____
- famous people in show business? _____
- the people who watch a play in a theatre? _____

- 4  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo.

- | | | |
|----------|-------|-----------|
| A tunes | B put | C perform |
| D tricks | E act | F shows |

<  New message

Seth,

Do you want to join an art club with me? I've just found an advert for an Art Centre and some new courses are opening next month. They have a drama club, where we can ¹ _____ on a play and I'd really like to try this. Also, there is a music club where you can learn to compose your own ² _____. Unfortunately, there is no longer circus club teaching basic magic ³ _____. Would you be interested?

Let me know,

Luke

- 5 Uzupełnij pytania, a następnie odpowiedz na nie.

- What is your favourite book? Who was it
__ r __ t __ n by? Why do you like it so much?

- What is the best film you have seen? Who is
the main c __ r __ t __ ?

- Have you ever s __ b __ r __ d to any
YouTube channels? If yes, which ones? If not, why?

- What is the most amazing __ __ k of art you've
ever seen?

- 6 Obejrzyj video i odpowiedz na zadane w nim pytanie.



▶ VIDEO 17

1 Odpowiedz na pytanie.

If you wrote a story about characters from a book that you like, who would you write about? Why?

2 Przeczytaj tekst i odpowiedz krótko na pytania.

1 Who creates fanfiction?

2 Which elements of an original novel can change in fanfiction? Name at least two.

3 Where can you find fanfiction stories?

4 How much does it cost to upload a fanfiction story?

Have you ever heard of 'fanfiction'?



It is basically fiction written by fans of various novels. In other words, those who admire a particular work of literature can create their own stories based on the original adventures. Fanfiction writers can include the same characters or add new ones if they want to. They can also change the plot, combine the elements of different stories into one (it's called a crossover) or add a happy ending – it's all up to the writer. Very often, fanfiction stories present the writer's point of view about what happens in the original novel. And honestly – most of these stories are so fascinating that you just can't stop reading them.

The number of websites dedicated to fanfiction is impressive. If you ever visit any platform like that, you will be surprised by how many teenagers are

talented at creative writing. Thousands of young amateur writers upload their pieces every day. What makes these websites so popular? To begin with, it's free of charge and easy to publish a story. Also, beginner writers get reviews from other fans, which encourages them to keep writing. Finally, it may be a great start for teenagers who would like to become professional authors one day, but still have problems with creating a book from scratch.

Mika, 14: I've just written a piece about Harry Potter set in space, in the far future. I'll upload it as soon as I reread it and correct any mistakes. I hope I'll get some good opinions. It would be awesome if J. K. Rowling read my piece ...

3 Przeczytaj ponownie tekst. Uzupełnij luki w dialogu zgodnie z jego treścią. Luki należy uzupełnić w języku angielskim.

X: Have you heard of fanfiction?

Y: No, what's that?

X: These are fiction stories written by fans of original novels. They are like remakes of real books. For example, I read some Harry Potter adventures which take place ¹ _____.

Y: That sounds strange.

X: I know! But it was fun ☺ There are some crossovers, too – people write about characters, events or places from ² _____.

Y: How does it work? Do you need to pay to publish?

X: No! You just write your own story and ³ _____ it. And then you wait for ⁴ _____ – all the readers can express their opinion about your piece.

Y: It sounds like something for me. You know how I always complain about coming up with something new, but once I know what to write about the words just flow.

X: I know! I thought about you immediately. It's definitely a good start if you want to become a ⁵ _____ one day.

- 1 Wyobraź sobie, że kolega zwraca się do ciebie z następującymi prośbami. Napisz, jak zareagujesz.

1 Could I read your homework before I do mine?

2 May I use your phone to check my Facebook account? _____

3 Do you mind if I play some classical music?

4 Take me to the concert with you, will you?

- 2  **Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

1 (may) _____ the window?
Sure thing! It's way too hot in here.

2 How about lending me some cash?
(joke) _____?
I'm completely broke!

3 Could I borrow these CDs?
(go) _____. Just bring them
back on Friday.

4 Do you think I could call you in the evening?
Sorry, that (possible) _____.
I'm going to a concert tonight.

5 X: (mind) _____ if I drop
you at the bus stop?

Y: Not at all – my house is just round
the corner.

Conditionals: type 0, 1, 2



▶ VIDEO 18

- 1 **Uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego.**

1 If you don't take an umbrella, you'll get wet.
Unless _____.

2 Unless you are a member of the swimming club, you can't use this swimming pool.
If _____.

3 If you don't speak slowly, I won't understand you. Unless _____.

4 The doctor will not see you if you don't make an appointment. Unless _____.

5 My dad will change his job unless he gets a pay rise. If _____.

6 Unless it rains, I will throw a party in the garden. If _____.

- 2 **Przetłumacz fragmenty zdań podane w nawiasach na język angielski. W każdą lukę wpisz maksymalnie trzy wyrazy.**

1 Sarah's in hospital at the moment. I'm sure she'll be very happy (jeżeli odwiedzimy) _____
_____ her tomorrow.

2 My parents will be angry if I (się spóźnię)
_____ for the lesson again.

3 I don't normally have problems falling asleep (chyba że wypiję) _____ too much
coffee during the day.

4 Mark (spóźni się) _____ the train
if he doesn't hurry up.

5 Unless Joanne (przyniesie) _____
her flash drive, I won't show the presentation.

- 3 **Uzupełnij zdania odpowiednią formą czasowników podanych w nawiasach. Jeśli to konieczne, dodaj inne wyrazy. W każdą lukę wpisz maksymalnie cztery wyrazy.**

1 (unless / she / stay) _____
at home to collect the parcel, she will have to
go to the post office to pick it up.

2 If (there / no / fog) _____,
the plane will land soon.

3 What do you do if (you / not have) _____
_____ any homework?

- 4 (*he / lose / weight*) _____ quickly if he did some exercise.
- 5 If I (*not like*) _____ the present, I will not tell anybody about it.

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski. W każdą lukę wpisz maksymalnie pięć wyrazów.

- 1 (*Kiedy skończy się lekcja*) _____, we can go home.
- 2 I have to clean up my room (*zanim moi rodzice wrócą*) _____ home.
- 3 (*Czy zadzwonisz do mnie*) _____ as soon as you arrive?
- 4 Wait until the red light (*zmieni się*) _____ into green and then cross the street.
- 5 My parents will be happy (*kiedy dowiedzą się*) _____ my team has won the match.
- 6 Go straight ahead (*aż zobaczysz*) _____ a tall building, then turn right.
- 7 He'll buy a yacht (*jak tylko będzie miał*) _____ enough money.
- 8 I will check my email (*zanim pójdę*) _____ to bed.

5 Uzupełnij zdania swoimi pomysłami.

- 1 I will meet you when _____.
- 2 The game will not start until _____.
- 3 I have to hurry to return the book before the library _____.
- 4 Please call me as soon as you _____.
- 5 Think twice before you _____.
- 6 Read the instructions carefully before you _____.
- 7 My dad will change his job as soon as he _____.
- 8 We will visit Jack after _____.

1 01 Pośluchaj nagrania o przygotowaniach do spektaklu i uzupełnij luki w e-mailu.

< New message

Dear Miss Cooper,

It was great to hear that you agreed to be our
1 _____.

I've talked to Rebecca and I have some information about the cast for you.

First of all, let me just tell you that we are very excited about putting on the play and some of us are already preparing. Phil, for example, is already 2 _____! Some other good news is that Gina has changed her mind about joining us and she wants to be 3 _____ in the play.

Finally, we have decided that Rebecca will be the queen and I will play the role of 4 _____.

So, I guess we finally have the cast. When can we start rehearsing?

Tom

2 02 Pośluchaj wypowiedzi czterech osób na temat telewizji i odpowiedz krótko na pytania.

1 Where does the speaker get the news from?

2 Which medium does the speaker choose for fun?

3 How long did the speaker use to watch TV?

4 How are TV programmes changing, according to the speaker?

3 02 Pośluchaj ponownie nagrania i dopasuj do każdej wypowiedzi (1-4) odpowiadające jej zdanie (A-E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

A I watch so much TV that people think I'm an addict.

B I turn on the TV only for entertainment.

C Television programmes are getting worse year after year.

D For me, television is the best source of information.

E My opinion on watching TV has changed over the years.

1 _____ 2 _____ 3 _____ 4 _____

1 Wpisz czasowniki podane w nawiasach w odpowiedniej formie.

- 1 It's Suzie's birthday next month. If you (buy) _____ her circus tickets, she (be) _____ thrilled.
- 2 If we (receive) _____ more pocket money, we (go) _____ to the cinema every week, and now we can only do it once a month.
- 3 When an actor (get) _____ an Oscar, he immediately (become) _____ extremely popular.
- 4 John (call) _____ you after he (finish) _____ his after-school activities.
- 5 My parents (go) _____ to the theatre more often if they (not have) _____ to work so much.
- 6 I (open) _____ the window before I (leave) _____, OK?

2 Dokończ zdania własnymi pomysłami.

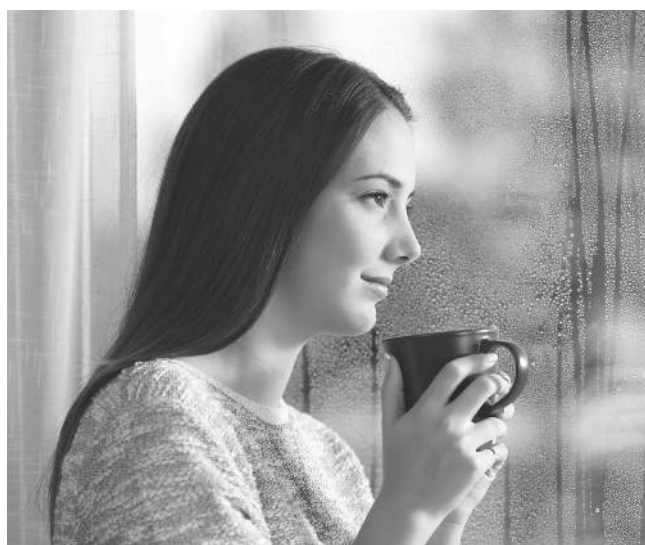
- 1 If I could spend a day with a famous actor, _____
- 2 I'll go to an outdoor concert when I _____
- 3 I'd be excited if my _____
- 4 As soon as I pass the final exam, I'll _____
- 5 I'd read more books if _____

3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 If (będę spóźniony) _____, I won't see the beginning of the film.
- 2 We will let you know about the results (jak tylko) _____ we know them.
- 3 I (będę rozczarowany) _____ if she doesn't come to my party.
- 4 I won't tell anyone the news (dopóki nie będę) _____ sure.

4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 The moment she comes back, I'll leave. **SHE**
I'll leave as soon _____ back.
- 2 I can't play basketball, because I'm not tall. **IF**
I could play basketball _____ taller.
- 3 Teenagers are tired without eight hours of sleep. **NOT**
If teenagers _____ at least eight hours, they are tired.
- 4 Imagine you became the lead actor – what then? **YOU**
What _____ do if you became the lead actor?
- 5 We won't go outside in the rain. **IT**
We won't go outside _____.



5 Zakreśl odpowiednie przymiotniki i dokończ zdania.

- 1 I'm always *depressed* / *depressing* when _____.
- 2 The last *fascinated* / *fascinating* book that I read was _____.
- 3 An exhibition I was truly *interested* / *interesting* in was _____.
- 4 I found the film called _____ pretty *shocked* / *shocking*.
- 5 As a child I was really *inspiring* / *inspired* by _____.

1 Zakreśl właściwą odpowiedź: A, B albo C.

Magda,

I ¹ _____ about Polish traditions. One of my classmates has invited me to his older sister's birthday party. His family comes from Poland so I thought I should know something about Polish culture. Do you have any special birthday traditions in Poland? Also, ² _____ I should buy for a present? And what ³ _____ about getting her some flowers? Is it a good idea? Help me, please.

Jessica

Jessica,
Here's what you should do.

I hope my advice is useful. Have fun at the party!

M.

REVISION

1 Zakreśl właściwą odpowiedź: A, B albo C.

- 1 The special edition of this novel contains beautiful _____.
A paintings **B** illustrations
C designs
- 2 As soon as I _____ the article, I _____ it online.
A will find, will share **B** found, share
C find, will share
- 3 When the rehearsal _____, you won't be able to go inside.
A begins **B** will begin **C** began
- 4 You can't go inside now. _____ not possible.
A That's **B** I'm afraid **C** I'm sorry
- 5 What _____ do if you _____ your favourite actress?
A will you, met **B** do you, will meet
C would you, met
- 6 _____ if I sit here?
A Do you mind **B** Can I **C** May I
- 7 Last weekend, I attended _____ by my favourite band.
A an orchestra **B** a festival **C** a concert
- 8 What will we do if the tickets _____ sold out?
A be **B** are **C** will be

2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 I really enjoy watching (*filmy dokumentalne*) _____.
- 2 You can watch (*ten serial na kanale*) _____ five.
- 3 (*Jeżeli przyjedzie cyrk*) _____ to town, I'll definitely go.
- 4 Do you like (*słuchać muzyki klasycznej*) _____?
- 5 (*Po tym jak załadujesz obrazy*) _____, you cannot edit them.
- 6 (*Zanim przeczytasz książkę*) _____, find some information about its author.
- 7 If I (*musiał wystąpić przed publicznością*) _____, I'd be terrified.
- 8 (*To opowiadanie zatytułowane jest*) _____ 'Places'.

- 1 Do każdego zestawu wyrazów dopisz jeden, tak aby w każdym punkcie znalazł się jeden wyraz niepasujący do pozostałych.

- 1 athletics goggles _____
climbing
- 2 _____ tennis golf
cycling
- 3 slope ring goal _____
- 4 net _____ bat rugby
- 5 diving surfing _____
football
- 6 _____ athlete cyclist
coach

- 2 Wpisz brakujące wyrazy i połącz odpowiednie fragmenty zdań.

- 1 Our team has to practise very hard if they want to _____
 - 2 How many goals did they _____
 - 3 Is it enough for us to _____
 - 4 Whenever we play with them, they _____
 - 5 I'm afraid that you need to try a lot harder or you will _____
- a the match and go home with nothing.
b in the first half?
c us – I hope this time we'll win.
d 1-1 in order to get to the finals?
e the championships next month.

- 3 Uzupełnij pytania. Następnie odpowiedz na każde z nich i uzasadnij każdą swoją odpowiedź.

- 1 Do you s_____ any sports team?

- 2 Has any of your friends e_____ a sports competition?

- 3 Do you always wear a h_____ when you ride a bike?

- 4 Are you a_____ and good at sport?

- 4  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo.

A rink	B cheer	C pitch
D pool	E train	F court

ENJOY SPORT?

Would you like to try out various sports disciplines in a week? Join our camp and see if you're a good sportsman.

What will you do?

- Swim in an Olympic-size ¹ _____
- Visit a national stadium with a big football ² _____
- ³ _____ the national volleyball team and meet some of the players

For more information, visit
www.sportsintown.com

- 5 Uzupełnij tekst informacjami o dyscyplinie sportowej, której nie lubisz.

I don't like _____. It's
a(n) _____ sport, for which
you need _____. You also have to
_____.
There are _____.
I don't like it because _____

- 6 Obejrzyj video i odpowiedz na zadane w nim pytanie.



▶ VIDEO 19

- 1 Write two things you like about your PE classes at school and two things you'd like to change.

- 2  Przeczytaj tekst. Uzupełnij luki w zdaniach zgodnie z jego treścią. Luki należy uzupełnić w języku angielskim.

- Students would be fitter if they didn't spend most of their day _____.
- According to some experts, teenagers should do some sports for _____ a day.
- Soon, you will have to _____ even if you have a sick note.
- Paula and Mike take part _____ regularly.
- Lisa doesn't take part in PE if _____ of the timetable.



- 3  Uzupełnij luki w e-mailu zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

< ✉ New message

Cześć Basiu,

Idziesz jutro na WF? Wiesz, ja chyba zacznę chodzić regularnie. Przeczytałam właśnie artykuł o tym, że nasi rówieśnicy za dużo ¹ _____ i za mało się ruszają. Okazuje się, że dzięki lekcjom WF-u możemy być mniej ² _____, a to bardzo ważne teraz, przed egzaminami.

I dowiedziałam się też, że wystarczy ³ _____, ⁴ _____

lub porzucać piłkę przez godzinę dziennie, żeby być bardziej 'fit'. Pod artykułem jedna dziewczyna napisała komentarz, że nie chodzi na WF, bo po lekcji nie może ⁵ _____. A u nas w szkole są nowe szatnie z prysznicami, więc chyba nie mamy tak źle.

Może jak poruszam się na WF-ie, to łatwiej będzie mi się skupić na pozostałych lekcjach.

Daj znać, co o tym myślisz,

Karola

WHY DON'T STUDENTS LIKE PE?

One thing is certain – teenagers are not quite as sporty as they should be. Either in the classroom or at their desks at home, students spend too much time sitting. Unfortunately, schools' attempts at forcing teenagers to move a bit often fail, and students try very hard to avoid PE classes.

Experts say physical education has many benefits – it makes students less stressed, it allows them to breathe fresh air, it can teach them how to be a part of a team and, above all, it helps them stay fit and healthy.

Unfortunately, many teenagers simply refuse to participate and keep bringing sick notes from their parents.

Now, there are some changes on the way. The Department of Health recommends that adolescents spend at least one hour a day running, cycling or simply throwing and catching a ball. Schools are also advised not to accept sick notes from parents because even if you feel bad, you can still do some of the exercises.

Let's see what teenagers think about their PE classes in general.

I don't mind PE lessons, but I don't like the fact that we always do athletics! Baseball, football or even hockey could be much more exciting. And all we do is run.

Paula_13

I have PE three times a week. It's OK, but all students have to do all of the sport activities. I would like to choose one discipline and stick to it. I'd like to be a footballer in the future so I don't need rugby.

M.I.K.E.2008

I hate PE. The equipment is old, the cloakroom stinks and I never have the time to take a shower before my next lesson. So if PE is in the middle of the timetable, I always ask my mum for a sick note.

Lisa#14

1 **Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi.**

X: 1 _____ out! You almost crashed into the tree! What were you thinking about?

Y: I wasn't paying attention, sorry.

X: Don't 2 _____ again! You have to be focused while roller skating.

Y: OK, I'll be more careful.

X: 3 _____ you always watch the path in front of you.

You 4 _____ around, you know.

Y: Got it!

X: And don't 5 _____ a helmet next time. It's dangerous to skate without it.

2 **Napisz reakcje w podanych sytuacjach. Użyj wyrażen podanych w nawiasach.**

1 Koleżanka ma zamiar zacząć jeździć na snowboardzie. Powiedz, żeby była ostrożna. (on the slope)

2 Podczas gry w siatkówkę kolega dotknął siatki. Powiedz mu, że to wbrew zasadom. (touching the net)

3 Kolega gra pierwszy raz w baseball na pozycji pałkarza. Poinstruj go, co ma robić. (hit the ball, run fast)

4 W twojej szkole uczniom nie wolno wchodzić do sali gimnastycznej bez nauczyciela. Zakaż tego koledze. (enter the gym)

5 Poinstruj koleżankę, żeby nie spóźniła się na trening. (late for practice)

Comparative structures

as ... as

Too and enough

1 **Korzystając z podanych wyrazów, ułóż zdania w stopniu wyższym i najwyższym.**



► VIDEO 20

dog / antelope / cheetah – fast

An antelope is faster than a dog, but a cheetah is the fastest animal in the world.

1 French / Chinese / English – easy to learn

2 lake / sea / ocean – large

3 downhill skiing / ski jumping / sky diving – dangerous

4 Mont Blanc / Kilimanjaro / Mount Everest – high

5 Uranus / Neptune / Pluto – far from the Sun

2 **Z podanych przymiotników ułóż przysłówki. Następnie uzupełnij nimi zdania.**

careful good bad fast
quiet fluent

1 The supermarket isn't far, so we'll get there _____ on foot than by bus.

2 Kasia lived in London for five years. That's why she can speak English _____ in class.

3 This shirt fits me _____ than the other one, so I'll take it, thanks.

4 Could you speak _____, please? You're disturbing us.

5 I think you should spend your money _____. You buy too many things you don't need.

6 I feel I play _____ in the school team. I really need to practise more.

3 Przetłumacz fragmenty zdań podane w nawiasach na język angielski. W każdą lukę wpisz maksymalnie cztery wyrazy.

- 1 A photographic shop? I think you'll find one (*najłatwiej*) _____ in the town centre.
- 2 This tea is (*zbyt gorąca*) _____ to give to my little sister.
- 3 Fortunately, finding a new suit didn't take me (*tak długo jak*) _____ I thought it would.
- 4 I'm afraid these shoes (*nie są wystarczająco wygodne*) _____. I'll try on another pair.
- 5 I loved the dress that I saw in the shop window, but I had (*zbyt mało pieniędzy*) _____ to get it.
- 6 The team scored (*wystarczająco dużo punktów*) _____ to be the national champions.
- 7 The cinema that has just opened in my city is one of (*najnowocześniejszych*) _____ cinemas in the country.

So and such / What and how

4 Uzupełnij zdania wyrazami podanymi w nawiasach w odpowiedniej formie oraz *so* lub *such* / *such a(n)*.

- 1 I don't believe in what Tom says. (*He / be / liar*) _____.
- 2 Next time read the instructions carefully, and (*not / make / stupid / mistake*) _____.
- 3 (*Mum / feel / tired*) _____ yesterday that she fell asleep on the sofa.
- 4 I must buy a counter for my bike. (*It / be / useful / gadget*) _____.
- 5 We love listening to Brenda. (*She / sing / beautifully*) _____.
- 6 (*dog / bark / loudly*) _____ that it woke up everybody in the house.
- 7 I enjoy spending time with Eve and Tim. (*They / be / lovely / people*) _____.
- 8 Everybody believes Maciek is a native speaker of English. (*He / speak / fluent*) _____.

1 Połącz wyrazy z ich polskimi odpowiednikami.

- | | |
|----------------|--------------------------|
| 1 be off | A odbywać się |
| 2 sign up for | B brać udział w (czymś) |
| 3 take part in | C być odwołanym |
| 4 take place | D zapisywać się na (coś) |

2  03  Postłuchaj nagrania i uzupełnij luki w zdaniach.

- 1 The announcement informs students about _____ in the sports day timetable.
- 2 The _____ will be earlier than planned.
- 3 The _____ is cancelled.
- 4 The changes mostly affect students who want to take part _____ event.
- 5 The PE teacher coordinates _____ on the sports day.

3  04  Postłuchaj nagrania i odpowiedz krótko na pytania.

- 1 Who was the girl watching the match with?

- 2 What was the score when the girl stopped watching the match?

- 3 What was the final score?

- 4 What mistake did one of the players make?

- 1 Uzupełnij zdania przymiotnikami i przysłówkami z ramki w odpowiedniej formie.

cheap heavy carefully big slowly

- I always skate _____ than Tom because I fear I may fall down.
- I don't really need professional equipment, I just want to buy _____ stuff.
- Skis for men are usually _____ than those for women so are not as easy to carry.
- Kate runs _____ of us all and is always the last over the finish line.
- What is _____ sports success you have had?

- 2 W każdą lukę wpisz jeden brakujący wyraz.

- Meggie was _____ excited about going to the winter camp that she couldn't sleep.
- I'm afraid you're not fast _____ to be on the athletics team.
- I was _____ tired last night to watch the match.
- _____ a fantastic score! We won by four points.
- The new trainers aren't _____ comfortable as the old pair.
- I can't describe _____ proud I was standing on the podium.

- 3  Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- Your bike seems to be (fast / my) _____.
- The race took place (hot) _____ day of the summer.
- I'm afraid this mountain isn't (easy) _____ that one to climb.
- Next year, I'm going to practice karate (regular) _____ this year.
- I'm sorry you had to wait, but we came (early) _____ we could.

- 4  Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.

- Skiing equipment is (takie drogie, że) _____ not everyone can afford it.
- The boxer (był cięższy niż) _____ he had declared and he wasn't allowed to fight.
- The Rockets played (taki świetny) _____ match last night that they made all of us very proud.
- (Cóż za interesująca) _____ story! I didn't know Rogers was in the national team!

- 5  Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- I cycle a lot faster than you. AS
You don't cycle _____ I do.
- I think parachuting is too dangerous. SAFE
Parachuting isn't _____ me.
- The competition was so challenging that I almost quit. SUCH
It was _____ competition that I almost quit.
- Swimming isn't as hard as horse-riding. THAN
Horse-riding _____ swimming.

- 6 Przymiotniki i przysłówki podane w nawiasach wpisz w odpowiedniej formie. Następnie odpowiedz na pytania.

- Which Polish national team is (good) _____ ?
- Who, in your opinion, is (popular) _____ Polish sports person?
- Which sports discipline was (difficult) _____ to learn than you had expected?

- 1 Uzupełnij luki w pytaniach wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnego pytania.

match	equipment	event	win
sports	aim	beat	points

- What's your favourite _____ discipline?
- What is the _____ of this sport?
- What _____ do you use?
- Do you score _____?
- How do you _____?
- When and where was the sporting _____?

- 2 Uzupełnij wpis na blogu o wybranej dyscyplinie sportu, odpowiadając na pytania z zadania 1.

The discipline I like watching the most is
 1 _____. In this sport, your task is to 2 _____.
 In order to play, you need 3 _____.
 In this game, you 4 _____. You need to 5 _____ so as to win.
 The last time I watched an interesting event was 6 _____.

- 3 W luki A-C wpisz brakujące wyrazy, korzystając ze zdań z ramki Phrase Box ze str. 32. podręcznika. Następnie dokończ zdania według własnego pomysłu.

- We have to do what the coach says in order
 A _____
- I usually _____
 B _____ as to keep fit.
- Sports people should _____
 C _____ not to lose important tournaments.

- 1 Zakreśl właściwą odpowiedź: A, B albo C.

- Don't do that! It's against the _____.
 A allowed B warning C rules
- I'm afraid I'm _____ tired to go jogging.
 A enough B too C as
- Can you name three events that take place at the national sports _____?
 A rink B stadium C pitch
- Who in your class is _____?
 A taller B the most tall C the tallest
- At the age of 21, Lukas became a world _____ in chess.
 A champion B player C coach
- Play one game with me and you'll see _____ tiring squash can be.
 A what B how C so
- Every Saturday, we go to matches and _____ for our favourite team.
 A cheer B compete C train
- How many _____ are allowed in the pool at the same time?
 A cyclists B weightlifters C divers

- 2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- (*Lekkoatletyka to*) _____ my favourite sport.
- You can practise (*jazdę na rolkach i kolarstwo*) _____ in the park.
- Do you remember who (*pobił rekord*) _____ at last year's championships?
- You don't need (*większej piłki*) _____.
- (*Remis jest lepszy niż*) _____ losing the game.
- He was (*tak dobrym kapitanem*) _____ that everyone admired him.
- For me, (*bieganie to najłatwiejszy sport*) _____.
- (*Cóż za świetna drużyna*) _____!

1 Połącz fragmenty pytań.

- 1 When was the last time you
- 2 How often do you see
- 3 What do you do to prevent
- 4 Do you get regular
- 5 How much sleep do you
- 6 Do you have

A check-ups?

B took some pills?

C get every night?

D illnesses in winter time?

E a balanced diet?

F a dentist?

2 Uzupełnij luki w wiadomościach tekstowych odpowiednimi wyrazami.

Mike, I can't go to the park. I've eaten too much and I have a ¹s_____.
a_____ now. I need to take some ²pa_____ and go to bed.

Meggie, I won't be at school for a week. I have a ³s_____ throat. The doctor gave me some ⁴p_____ and said I should get ⁵b_____ in a few days. Can I borrow your notebooks for the weekend?

Bob, have you heard? After the game, Ben ended up in hospital with a ⁶s_____ ankle. At first, he thought his leg was ⁷b_____, but fortunately, it wasn't that bad. Still, it will take him at least two weeks to ⁸r_____.

Tom, remember to take the ⁹f_____.
a_____ kit for the trip tomorrow. Take some ¹⁰b_____ in case someone gets injured and something for a bee ¹¹s_____.

3 Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 You won't lose weight if you don't (*masz zdrowej*) _____ diet.
- 2 After the fall, my arm was (*cała w siniakach*) _____.
- 3 I suffer (*na katar sienny*) _____ every spring.
- 4 In the accident, Sheila seriously hurt her (*nadgarstek i łokieć*) _____.
- 5 If you (*kręci ci się w głowie*) _____, sit down and breathe deeply.

4 Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.



The woman in the photo is obviously ¹_____. She must have a ²_____ nose because she's using a tissue. She might also have a high ³_____ – that's why she's touching her ⁴_____. I think she might have the flu.

5 Uzupełnij tekst informacjami o chorobie, którą przeszedłeś/przeszłaś.

Some time ago, I _____ pretty ill. I came down with _____. The doctor _____.
I had to take _____. It took me _____ to recover.

6 Obejrzyj video i odpowiedz na zadane w nim pytanie.



▶ VIDEO 21

1 Answer the questions.

1 Have you or someone you know ever faked an illness to get out of school?

2 Why did you / did they do that?

3 What exactly did you/they do? What 'symptoms' did you/they fake?

2 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1-4) literę, którą oznaczono brakujące zdanie (A-E) tak, aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

- A So, for me, it's not a good idea to pretend anything.
- B Tell your parents that you feel ill the night before.
- C Sometimes it's better to just ask your parents to let you stay at home.
- D Moreover, it is totally wrong to do so.
- E Pretending to be ill is so popular that you can find plenty of online tutorials on 'how to fake an illness.'

Do you ever suffer from IDWS, that is "I-Don't-Wannagoto-School" syndrome? Well, you're not the only one! Children and teenagers from all over the world sometimes fake an illness to skip a test, avoid a bad mark for the homework they haven't done or just get a little more sleep on a Monday morning. ¹ _____ Can you believe it? Now, do you have any experience - or advice ☺ - that you would like to share?



3 Przeczytaj ponownie tekst. Uzupełnij luki w e-mailu zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

< ✉ New message

Cześć Kuba,

Czy nie wydało Ci się dziwne, że połowa uczniów z naszej klasy była dzisiaj chora? Podejrzewam, że to przez test z matematyki. Właśnie czytałem artykuł o tym, jak uczniowie udają chorobę, żeby nie iść do szkoły. Robią to z różnych przyczyn - oprócz unikania testu mogą bać się złej oceny za ¹ _____ albo po prostu chcą się wyspać.

Jeden komentarz pod artykułem był o tym, że mama tej dziewczyny zawsze potrafi rozpoznać udawany ² _____. Inna osoba napisała, że aby dobrze udawać chorobę najlepiej zacząć ³ _____, na przykład ⁴ _____. Najśmieszniejszy komentarz był na koniec. Jakaś mama napisała, że ona zawsze wie, kiedy ⁵ _____ i że lepiej jest poprosić o zwolnienie niż kłamać.

A Ty co sądzisz? Myślisz, że wszyscy byli dzisiaj naprawdę chorzy?

L.

4 What would you do if you were a parent and your son/daughter wanted to get out of school?

Here's my tip: I never fake a cold! My mum can easily tell the difference between a real cough and runny nose and a fake one. I have no idea how she does it. She just touches my forehead, checks if I have a fever and boom! She knows I'm not telling the truth right away! ² _____. **Mary (12)**

It only happened to me once. I didn't want to go to school because I had completely forgotten about an important project. I have one piece of advice. ³ _____. Skip dinner and go to bed early. It will make your 'illness' look more real. **Tim (13)**

If I may add something as a mum of two teenage boys: we parents ALWAYS know when kids fake an illness. It's our intuition. And if we don't make you go to school it's because we know that you might be in trouble when you go and not because we believe in your 'symptoms'. ⁴ _____. Really! Try to honest. **Susanne (40)**

1 Uzupełnij każdy dialog na dwa różne sposoby.

1 X: _____

Y: I'm afraid not. You won't recover if you do that.

2 X: I'd like to make an urgent appointment with Dr. Stevens. I have a terrible toothache.

Y: _____

3 X: Would it be OK if I used this cream to treat acne?

Y: _____

4 X: Get me a bandage, will you?

Y: _____

5 X: _____

Y: No problem. I'll go to the pharmacy in a moment.

2 Uzupełnij dialog, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.

X: Could you ¹(help / medications) _____, please?

Y: Yes, ²(course) _____ could. What can I do for you?

X: Well, I don't understand the instructions. Would ³(OK / have) _____ one more pill?

Y: How many have you taken so far?

X: Two. But I still have a terrible headache. I'd like to do something to feel better.

Y: Well, let me read ... I ⁴(afraid) _____ can't. You can only take two per day.

Past perfect

1 Uzupełnij luki odpowiednią formą czasowników z ramki. Użyj czasu past perfect.



▶ VIDEO 22

live	break	come	recover
cut	sprain	wake	drink

- Simon went to the doctor because he _____ his ankle.
- After Bill _____ from flu, he could go to school again.
- Nobody _____ up before I left for school.
- Carol _____ in Poland for a few years before she moved to Romania.
- After I _____ my leg, I had to stay in bed for four weeks.
- I put my thumb under clean running water because I _____ myself.
- My headache was gone after I _____ two glasses of water.
- All of the students _____ to the classroom before the teacher appeared.

Past tenses

2 Uzupełnij treść e-maila odpowiednią formą czasowników podanych w nawiasach.

<  New message

Hi Mary,

I'm writing to let you know why

I ¹(not go) _____ to school yesterday. When you called me on Tuesday,

I ²(not feel) _____ very well.

It ³(get) _____ much worse later – I ⁴(have) _____ stomach flu. I was OK in the morning, but I ⁵(not get)

_____ much sleep the night before. When my mum ⁶(come) _____ to wake me up, I told her I ⁷(not sleep) _____ at all! So she let me stay in bed.

Well, I'm feeling better now. Is there any homework for tomorrow?

Beth

3 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- When I got home, my parents (*spali*) _____.
- What were you doing when the phone (*zadzwoił*) _____?
- (*Czy oni wyszli*) _____ before you arrived?
- Where (*szedłeś*) _____ when I saw you?
- I needed new glasses because Mike (*zepsuł*) _____ the old ones.
- Before we went to Lucy's house, we (*dzwoniliśmy*) _____ her three times.
- What (*zrobiłeś*) _____ when you fell down and bruised your knee?
- I felt better after I (*wziąłem*) _____ an aspirin.

Verb patterns

4 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie.

- Don't you know it (*be important / drink*) _____ a lot of water?
- To be honest, I (*not keen / take*) _____ medicine.
- I'm (*look forward / get*) _____ more fresh air.
- OK, I (*promise / eat*) _____ more vegetables!
- Pete (*good / follow*) _____ strict diets.
- Luckily, I (*manage / make*) _____ an appointment for the same day.
- I (*sorry / call*) _____ you so late, but I have some news.
- The dentist (*advise / me / not eat*) _____ so much sugar.

5 Uzupełnij zdania własnymi pomysłami.

- I enjoy _____ in my free time.
- I love _____ but I don't mind _____.
- I am really good at _____.
- I have decided _____ next weekend.
- In the future, I would like _____.
- I don't want _____ tonight because _____.

1 05 Pośluchaj nagrania i uzupełnij luki w zdaniach.

- Beth is feeling a little _____ today than yesterday.
- She has symptoms typical of _____.
- Beth's mum tells her _____ tomorrow.
- Beth is going to stay at home for _____.
- She will miss _____ on Thursday.

2 06 Pośluchaj nagrania i uzupełnij treść e-maila brakującymi informacjami.

< New message

Hi Mira,

I've just listened to a radio programme with an expert talking about a healthy lifestyle.

One of the callers had similar problems to yours.

He didn't do much physical activity – he preferred

1 _____ to doing sport. He also

ate a lot. And he began to experience the same

symptoms as you have – he suffered from regular

2 _____ and he couldn't

3 _____.

He also often had headaches because of that.

Just like you! He went to see a doctor to get some

4 _____, but instead, the doctor

ran some tests. It turned out he had

5 _____ because he was eating

too much and didn't move at all. The guy got scared

and is now trying to change his habits. And so should

you!

Give me a call – I'll tell you what the expert told him.

Yours,

Pete

- 1 Uzupełnij zdania, wpisując pary czasowników z ramki w odpowiedniej formie – *past simple* lub *past perfect*.

start – arrive
be – come
want – be
drink – realise
fall – take

- 1 It _____ the first time Lucy _____ down with pneumonia.
- 2 Mum _____ asleep instantly after she _____ the sleeping pills.
- 3 The film _____ by the time we _____ at the cinema.
- 4 Jason _____ the syrup before he _____ it was a baby medicine.
- 5 John _____ to borrow my notes because he _____ absent from school for a week.

- 2 Połącz fragmenty zdań. Czasowniki podane w nawiasach wpisz w odpowiedniej formie.

- 1 Toby doesn't go to the gym with us because he dislikes (exercise) _____
- 2 Most people can't stop (sneeze) _____
- 3 I would like (get) _____
- 4 Lucy decided (not / take) _____
- 5 If you have problems keeping weight, you should consider (visit) _____

- A any pills and wait for the headache to go away.
B a professional dietician.
C good treatment for acne.
D in the evenings.
E when they get hay fever.

- 3  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo.

A over B passed C came
D fought E on F threw

<  New message

Molly,
I've got some bad news. I'm really sick. Yesterday at school, I ¹ _____ up and I felt so terrible that I almost ² _____ out. I went to the doctor last night, and he said I had a stomach flu. As you can figure out, I won't get ³ _____ it by tomorrow to take part in the play. Can Meggie cover for me, please?
Thanks,
Carla

- 4  Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 Wendy has recently (*zaczęła jeść*) _____ a lot of fresh vegetables.
- 2 Before Anna went on a diet, she (*czuła się niezdrowo*) _____ for quite a while.
- 3 By the end of last week, half of my class (*zachorowała*) _____ with the flu.
- 4 I don't know why, but Hanna (*odmówiła pójścia*) _____ for a check-up.
- 5 I (*brakowało mi biegania*) _____ after the injury.

- 5 Napisz kilkuzdaniową odpowiedź na jedno z pytań w zad. 6. ze str. 45. podręcznika.

Question no. _____

- 1 Uzupełnij luki wyrazami z ramki. Jeden wyraz został podany dodatkowo i nie pasuje do żadnej luki.

then although because also

Can someone help me? I went to see a doctor without my parents today.

¹ _____ the receptionist signed me up for the visit, the doctor didn't want to see me ² _____ he said it was forbidden. ³ _____ the receptionist called my parents. How old do I need to be to go to a doctor alone?

- 2 Uzupełnij luki A-D wyrazami z ramki w poprzednim zadaniu, a następnie dokończ zdania swoimi pomysłami.

- 1 You have to drink a lot of water ^A _____.
- 2 I always carry some bandage in my bag. I ^B _____ have _____.
- 3 ^C _____ the player sprained his ankle, _____.
- 4 Suddenly, I felt dizzy and ^D _____.

- 3 Uzupełnij wiadomość. W każdą lukę wpisz dwa wyrazy. Użyj wyrażen z ramki Phrase Box ze str. 46. podręcznika.

Dean,

I ¹ _____ sorry, but I can't make it to the game. I've just seen a doctor, and I have a serious hand injury. He says I can't play in this condition, and so I will ² _____ there tomorrow. Sorry for letting you know at ³ _____, but earlier I didn't realise it was so bad. Hope you win without me! Good luck! Ryan

- 1 Zakreśl właściwą odpowiedź: A, B albo C.

- 1 Coffee is not a good idea if you have high _____ pressure.
A heart B bone C blood
- 2 Get some sleep and you will soon get _____.
A recover B better C treatment
- 3 I fell and bruised my knee when I _____ in the forest.
A ran B had run C was running
- 4 In spring, when flowers bloom, I always suffer from _____ fever.
A high B virus C hay
- 5 Can you help me _____ this bandage?
A with B make C to
- 6 Doctors say you should _____ out of the sun between 12 and 3 pm.
A go B stay C sit
- 7 By the time we _____ to the ER, Tom _____ the operation.
A got, had had B had got, had C get, has had
- 8 I'm thinking of _____ to bed early tonight.
A to go B go C going

- 2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 Why don't you take some (syrop na kaszel) _____?
- 2 When are they going to remove your (gips) _____?
- 3 (Boli mnie głowa) _____.
- 4 I got acne when (brałem antybiotyki) _____.
- 5 (Po tym jak włożyłem palec) _____ under cold running water, the pain stopped.
- 6 (Weź apteczkę od pielęgniarki) _____, please.
- 7 (Lubię mieć bliskie relacje) _____ with my family.
- 8 (Miałam zawroty głowy, ponieważ nie jadłam) _____ anything all day.

- 1 Uzupełnij zdania, w każdą lukę wpisując dwa brakujące wyrazy z ramek A i B – czasownik i rzeczownik.

A charge take install download

B the battery a selfie hardware
the document

- I dropped the phone while trying to _____ in the playground and the screen is now broken.
- In order to _____, double click on this icon and the process will start automatically.
- Do you know how to _____? I've just bought a new printer and a scanner and I need some help.
- Can I use your phone? Mine is dead because I've forgotten to _____.

- 2 Przetłumacz zdania na język angielski.

- Daj mi pilota, proszę.
Give _____.
- Gdzie jest mój aparat cyfrowy?
Where _____.
- Kto odkrył Amerykę?
Who _____?
- Czy możesz połączyć się z głośnikami?
Can _____?

- 3  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo.

A download B invention C memory
D flash E discovery F use

At school, we had to write an essay about what we consider to be the greatest ¹ _____ of the 20th century. Some people wrote about the Internet, but I figured out it was actually a browser because without it, we wouldn't be able to ² _____ the Internet at all! My second choice would be a ³ _____ stick, which is very useful for carrying all sorts of data.

- 4  Uzupełnij opis ilustracji. W każdą lukę wpisz jeden wyraz tak, aby powstał spójny i logiczny tekst, zgodny z ilustracją.

The boy in the picture is sitting at the ¹ _____ in his room. He's writing something in the notebook, and he's listening to music through his ² _____. He's probably using the Internet because his ³ _____ is open.



Also, he might be in touch with his friends who call him on his ⁴ _____. It's next to the plate, can you see it?

- 5 Wyraż swoją opinię na każdy z poniższych tematów. Napisz 2–3 zdania.

1 the most important invention

For me, _____

2 doing science experiments at school

I think students should / shouldn't _____

3 the influence of technology on education

I believe technology influences / doesn't influence _____

4 teenagers using technology in leisure time

I feel teenagers use _____

- 6 Obejrzyj video i odpowiedz na zadane w nim pytanie.



▶ VIDEO 23

- 1 Połącz nazwy gadżetów z odpowiednimi opisami. Następnie ułóż gadżety w kolejności od najbardziej, twoim zdaniem, do najmniej użytecznego.

- 1 Smart mug
 - 2 Drone camera
 - 3 Self-sanitising water bottle
 - 4 Earphone sunglasses
- A allow you to protect your eyes and listen to music at the same time
- B uses UV light to make sure your water contains no bacteria
- C keeps your tea hot when you charge it
- D takes high quality photos from the air

- 2  Przeczytaj tekst. Odpowiedz na pytania zgodnie z jego treścią. Uzupełnij zdania, wpisując swoje odpowiedzi w luki.

- 1 What does the device do?
It helps people _____.
- 2 When was it made public?
It was _____.
- 3 How does the owner get information?
Through _____.
- 4 How long did it take the company to make the device?
It took them _____.
- 5 How accurate is the device?
It recognises _____ correctly.

- 3  Przeczytaj tekst ponownie i uzupełnij luki w e-mailu. Luki należy uzupełnić w języku polskim.

< ✉ New message

Cześć Paweł,

Pamiętasz, jak ostatnio narzekałeś, że nigdy nie wiesz, czego chce od ciebie Twój pies? Chyba jest na to rozwiązanie. Naukowcy z Korei wynaleźli urządzenie, które tłumaczy ¹ _____ na język ludzki. Może nie będziesz mógł 'rozmawiać' ze swoim Bartem, ale dowiesz się, czy jest szczęśliwy, czy ² _____ albo ³ _____. I raczej nie jest to jakiś przekręt, tylko efekt pracy naukowców. Swoją eksperyment zaczęli w 2017 roku od zebrania bazy danych z ⁴ _____. Na podstawie tych danych wskazali algorytm, który łączy szczekanie z emocjami. Testy przeprowadzone na ⁵ _____ pokazują, że to urządzenie naprawdę działa. Może chciałbyś dostać je na urodziny?

Marcin

- 4 **Opisz gadżet, który chciałbyś/chciałabyś mieć w swoim domu.**

I'd like to have (a) _____. It's a kind of _____. You use it to _____. It allows you / helps you to _____.



Can you imagine a dog that can speak? Or whose collar* can tell you what the dog wants to say?

What do you think about a gadget which changes the thoughts of the dog into a voice? It may sound like science fiction, but it seems this idea is now a reality. A team of South Korean scientists have invented a collar for dogs which uses artificial intelligence (AI) and translates barking** into human language.

A company called Petpuls Lab presented this amazing gadget at the Consumer Electronics Show in 2021. The designers explained that the device would not only give you information about the time when your dog plays or sleeps, but it also detects some emotions. This is possible thanks to microphones and special technology recognising voice. The collar, connected to the Internet, sends a signal to an app which the owner downloads and which says if the dog is happy, relaxed, anxious, angry or sad. As a result, people will finally be able to understand their pets!

How does the bark translator work? The technology is based on research that the company was doing for a few years. In 2017, a group of programmers from Petpuls Lab started creating a database with more than 10,000 different barks. Three years later, scientists analysed all of the sounds that the lab had collected and came up with an algorithm that connects a particular kind of barking with an emotion. According to Seoul National University, which tested the device, the collar actually tells the truth! During the tests, it could correctly identify 90% of dogs' emotions.

* obroża

** szczekanie

- 1 Napisz, jak w danych sytuacjach zareagowałbyś twoi bliscy.

1

You: I've lost my camera.

Your friend: _____

Your mum: _____

2

You: I've come up with a great idea for the science project.

Your teacher: _____

Your classmate: _____

3

You: The teacher took away my phone because I was texting Bob during the lesson.

Your dad: _____

Your brother / sister: _____

- 2  Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi.

1 X: Have you heard? Mike has got a new smartphone for \$500.

Y: _____ of money!
He'll probably break it within a month, as usual.

2 X: I'm never going to learn how to do it, Ben. This program is so difficult!

Y: You _____, Mum! Two more lessons and you'll be an expert.

3 X: Guess what! We're taking you to London for the weekend as a birthday present.

Y: What _____!
I wasn't expecting such a great present.

4 X: Someone hacked into the school system.

Y: _____ that the hackers will get caught. They deserve to be punished.

5 X: I'm afraid the router is down.

Y: That _____. We won't have the Internet, will we?

Reported speech



▶ VIDEO 24

- 1 Uzupełnij zdania wyrazami podanymi w nawiasach w odpowiedniej formie. Jeśli to konieczne, dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

1 I asked my friend (*he / want*) _____ to do some voluntary work the next day.

2 He told his parents that his (*team / win*) _____ the match that day.

3 She said (*she / work*) _____ with computers in the future.

4 He asked me how long the (*meeting / last*) _____ the week before.

5 I told my mother that (*we / visit*) _____ the British Museum the day before.

- 2 Uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

1 'My laptop broke last night,' she said.
She said her laptop _____ previous night.

2 'She's a dangerous hacker,' he said to us.
He told us that she _____ hacker.

3 'Did you break your arm last winter?' she asked me. She asked me _____ broken my arm the previous winter.

4 'I can't come to the meeting tomorrow,' he told me. He told me he _____ to the meeting the following day.

5 'Do you have to write an essay for your next English lesson?' mum asked Ruth.
Mum asked Ruth _____ to write an essay for her next English lesson.

- 3 Uzupełnij zdania odpowiednią formą wyrazów podanych w ramce. Jeśli to konieczne, dodaj inne wyrazy.

- come / school • play / piano
- have / fantastic poster • can help / she
- not see / she • buy / his iPod • go / cinema
- learn / swim

- 1 It was already 11 o'clock. I asked Tom why he _____ so late.
- 2 Susan said that she _____ at the pool that month.
- 3 He looked around my room and said that I _____ on the walls.
- 4 My mother asked me if I _____ clean the house on Saturday.
- 5 I asked Mark where he _____.
I wanted to buy the same type.
- 6 Pete said that his neighbours' son _____ every evening. He's very good at it!
- 7 Fiona asked us when we _____.
She wanted to go with us.
- 8 Everyone was looking for Ann, but I said that I _____ for two days.

- 4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 She (*powiedziała, że to jest*) _____ a nice surprise.
- 2 My brother told me that he (*da mi*) _____ his old digital camera.
- 3 Yesterday during the lesson, my English teacher asked me why I (*nie używałem*) _____ a microphone.
- 4 I asked the girls (*czy mają*) _____ a printer at home.
- 5 My sister said that she (*właśnie wysłuchała*) _____ an interesting podcast.
- 6 Tim and Greg asked me (*czy mogą*) _____ use my selfie stick.

- 1 07 Pośluchaj nagrania. Dopasuj do każdej wypowiedzi (1-4) zdanie (A-E). Jedno zdanie zostało podane dodatkowo.

- A The reasons why I use the Internet have recently changed.
- B I feel I am becoming addicted to the Internet.
- C Most of the things I do on the Internet are a waste of time.
- D For me, the Internet is an alternative to another type of media.
- E I have decided to set time limits on browsing the Web.
- 1 _____ 2 _____ 3 _____ 4 _____

- 2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 I think it's (*strata czasu*) _____.
- 2 A lot of teenagers are (*uzależniają się*) _____ to social media.
- 3 Tom's grandma is a keen (*użytkowniczką Internetu*) _____.
- 4 She (*zapisuje się*) _____ to different Internet services every month.

- 3 08 Pośluchaj nagrania i odpowiedz na pytania.

- 1 What does the girl want for her birthday?
She would like _____.
- 2 Which device does she want to buy by herself?
She wants _____.
- 3 What is the biggest problem with her PC?
It _____.
- 4 Why can't she use the laptop whenever she wants?
Because _____ to school.
- 5 How can her dad make sure she doesn't browse the Net too long?
He can _____.

1 Dokończ zdania w mowie zależnej.

- 1 Are you interested in modern technology?
She asked me _____.
- 2 I'll call you later.
Tom told me _____.
- 3 How many electronic devices do you have, Mike?
Lucy wanted to know _____.
- 4 I downloaded three films yesterday.
Kevin said _____.
- 5 They aren't using any anti-virus software.
I thought _____.

2 Popraw błędy w zdaniach poniżej.

- 1 Paul told that he was tired and wanted to leave.

- 2 Luke wanted to know where were you going.

- 3 I said that someone has stolen my phone.

- 4 They claimed they will repair the printer the next week. _____

3 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 Molly claimed she (**never / use**) _____
_____ my headphones before.
- 2 I asked my mum where she (**go**) _____
_____, but she didn't
say anything and just left.
- 3 I asked Betty (**she / like**) _____
_____ the present I'd
given her.

- 4 The student said he (**not know**) _____
_____ any famous
inventors.

- 5 I promised Mark that I (**help / he**) _____
_____ install the
program the following day.

4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 My sister claimed she (**nigdy nie ściągnęła**) _____
_____ any
illegal software.
- 2 Someone told me that Rita (**potrafi robić**) _____
_____ some
interesting experiments.
- 3 Mary asked me (**czy jestem**) _____
_____ ready to leave.
- 4 The teacher said we (**będziemy mogli**) _____
_____ to call our
parents on Skype.
- 5 The blogger explained she (**nie zarabia**) _____
_____ any money on
her blog.

5 Zapytaj kolegę/koleżankę o jego/jej opinię na poniższe tematy, a następnie zapisz jego/jej odpowiedzi.

- 1 the last time his/her battery ran flat

- 2 teenagers have better computer skills than adults

- 3 a device he/she is going to buy

1 Napisz, jak przekazać podane informacje po angielsku w stylu formalnym.

1 Poproś o zmianę godziny spotkania.

2 Poproś o informacje na temat kursów komputerowych.

3 Zaproponuj zamieszczenie fotografii w Internecie.

4 Zapytaj nauczyciela, czy miałby coś przeciwko otrzymaniu pracy domowej drogą mailową.

5 Napisz, że niestety nie możesz wydrukować dokumentu.

2 Zmień podkreślone w poniższej notatce zwroty tak, aby była ona bardziej formalna.

Dear Mr. Stevens,

I'm interested in doing a course for beginner programmers. ¹ Send me more information, please. ² I want to know how much it costs. It's also important for me when the classes are. ³ I can't on Wednesdays. ⁴ Book a place for me and I'll let you know if I decide to join the class within a week.

1 _____

2 _____

3 _____

4 _____

1 Zakreśl właściwą odpowiedź: A, B albo C.

1 Do you know who _____ the wheel?

- A discovered B found out
C invented

2 They asked me how long I _____ Paul.

- A knew B had known
C would know

3 My sister wants to be a fashion _____ one day.

- A programmer B hacker C blogger

4 The computer won't work without proper _____.

- A flash drive B browser C software

5 I told Jim I _____ his memory stick and he got really angry.

- A had lost B had been lost
C was losing

6 Look at this room! _____ a mess!

- A How B What C That

7 My mum _____ a lot of research in her job.

- A does B makes C carries

8 We should learn how to _____ fast in our IT lessons.

- A type B print C connect

2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 Do you know any (projektanta stron internetowych) _____?

2 Let's (przeprowadźmy eksperyment) _____!

3 Luke wanted to know if I (zamieściłam) _____ any selfies online.

4 Can I (połączyć się z twoim głośnikiem) _____?

5 Dad asked me (czy potrzebuję nowej klawiatury) _____.

6 Laura said that she (wydrukuj te dokumenty) _____ for me.

7 Another (monitor jest stratą pieniędzy) _____.

8 (Powiedziałam im, że nigdy nie robiłam selfie) _____.

- 1 Odpowiedz na pytania. Następnie z każdego wyrazu wypisz oznaczone cyframi litery. Ułóż z nich nowy wyraz i napisz do niego definicję.

What do you call:

- 1 a flash of light in the sky during a storm?
_____ (1)
- 2 a wet tropical region with a lot of trees?
_____ (3)
- 3 the process of damaging air or water with chemical substances?
_____ (2)
- 4 the season which comes after summer?
_____ (6)
- 5 an area of land beside a sea?
_____ (4)
- 6 _____

- 2 Przetłumacz fragmenty pytań, a następnie odpowiedz na nie.

- 1 Which month of the year is usually (*mglisty i deszczowy*) _____?
- 2 Is there (*wysypisko śmieci*) _____ near where you live?
- 3 What do you throw into (*koszy do segregacji odpadów*) _____?
- 4 How many (*skrzydła*) _____ does (*motyl*) _____ have?
- 5 What was (*najzimniejszy dzień*) _____ this year?

- 3 Uzupełnij luki w tekście. Pierwsze litery brakujących wyrazów zostały podane.

I live in the countryside. My favourite season is ¹ s_____, when it's the hottest. I don't really mind the ² h_____. In July or August, I like the occasional ³ sh_____, too – they make the air really fresh, though the soil gets dry very

soon. I also enjoy the ⁴ c_____ mornings in the field when the temperature is still low and there is ⁵ f_____ on the ground. Nature is so beautiful then.

- 4  Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo.

A climate	B global	C environment
D solar	E nature	F fossil

<  New message

Kate,
I'm writing to beg for help. On Monday, I need to hand in an essay about protecting the ¹ _____. I'm supposed to choose two issues, describe them, and suggest some action to be taken. I was thinking about ² ____ change and ³ ____ warming. Could you help me with it? I remember you had a similar project in your science class.
Thanks in advance,
Betty

- 5 Uzupełnij luki wyrazami z ramki. Następnie dokończ zdania według własnego pomysłu.

sunny	in the mountains	sunrise
on the beach	rainy	sunset

- 1 I prefer _____ to _____ because _____.
- 2 I'd love to spend my next holidays _____, where I could _____.
- 3 I like _____ days as I can _____.

- 6 Obejrzyj video i odpowiedz na zadane w nim pytanie.



▶ VIDEO 25

- 1 W każdej linijce wykreśl jeden rzeczownik, który nie pasuje do czasownika.

- 1 drop: litter plastic bottles energy
 2 pollute: the environment plastic bottles our planet
 3 recycle: our planet energy plastic bottles
 4 save: litter water energy
 5 waste: water energy the environment
 6 protect: water the environment our planet

- 2  Przeczytaj trzy teksty o aplikacjach ekologicznych (A–C). Do każdego zdania (1–4) dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

This app:

- 1 calculates the amount of water you use. _____
 2 has been developed with the help of scientists. _____
 3 gives you advice on how to become more eco-friendly. _____
 4 focuses on one aspect of protecting the environment. _____

If you feel like you're not doing enough to help the environment, here are some free of charge eco-friendly apps. They can help you make our planet a better, safer, and healthier place. With a few small steps, you can make a huge difference!



A E-calculator

The first app can be used to find out how much you influence the environment. This eco-friendly calculator keeps track of everything you do on a typical day – from such things as dropping litter to putting a plastic bottle into a bin – and then it counts your carbon footprint*. Also, users get eco-tips about some changes they can easily introduce into their lives.



B WaterSaver

This app will teach you how to save water. Once you add information about everything you drink, eat or use during the day, it will say how much water has been used to get you what you need. For example, you will learn how much water is needed to grow an apple, to wash your jeans or make a T-shirt. So the app is not only useful but pretty educational, too.



C ProGuide

This app, based on academic research, is basically a database of products. You can type in or scan everything that you use on a particular day and the app will tell you, on a scale from 1 to 10, how much you've polluted the planet on that day. The only problem with the app is that it gives no advice about how to change bad habits.

- 3  Przeczytaj ponownie tekst. Uzupełnij luki w e-mailu zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim.

< ✉ New message

Cześć Paweł,

Mam pomysł na nasz projekt ekologiczny. Właśnie czytam o aplikacjach, które pomagają użytkownikom dbać ¹ _____. Wszystkie te aplikacje są do ściągnięcia ² _____, więc tak naprawdę nic nie tracimy. Moglibyśmy przez miesiąc prowadzić dziennik i zapisywać dokładne dane z jednej z aplikacji. Używając na przykład ProGuide, możemy skanować ³ _____ w ciągu dnia, a wtedy aplikacja pokaże nam, jak bardzo tego dnia zanieczyściliśmy Ziemię. Inna aplikacja liczy twój ślad węglowy – oczywiście im mniejszy, tym lepiej. Moglibyśmy zapisywać te wyniki i sprawdzić, czy uda nam się zrobić coś dla planety.

Napisz, co o tym sądzisz,

Leszek

- 4 Uzupełnij zdania informacjami o sobie.

- 1 In order to protect our planet, I _____
 _____.
 2 For me, the best app to become eco-friendly is _____
 _____.
 I like it because _____
 _____.

*ślad węglowy – suma emisji gazów cieplarnianych

- 1 Do każdej reakcji dopisz pytanie pośrednie, używając wyrazów podanych w nawiasach.

1 X: Can you (where / the beach / be) _____
_____?

Y: Yes, certainly. It's this way, around
500 metres from here.

2 X: I'd (long / an elephant / live) _____
_____.

Y: I'm afraid I can't help you with it.

3 X: Could you (when / your dog / born) _____
_____?

Y: Well, we don't know exactly, but it was about
six months ago, in May.

4 X: I'd (how / plants / grow) _____
_____.

Y: Why don't you find the life cycle of a plant
in your biology book?

- 2  **Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

1 X: I'd like to know what (name / animal) _____
_____.

Y: Let's read the information on the cage.
We should find the answer there.

2 X: Would you like to try horse-riding?
Y: (thing) _____.

No animals should be used like that by people.

3 X: Could you tell me how long (trip / zoo / take)
_____, Miss?

Y: No more than five hours. We should be
back by lunch, Lucy.

4 X: Can you tell me (often / should / come) _____
_____ to feed your cat?

Y: It will be enough if you come every other
day, thanks.

- 3 **Odpowiedz na pytanie. Napisz 2-3 zdania.**

Do you think keeping animals in zoos is wrong or
not?

Indirect questions

- 1 **Uzupełnij drugie zdanie tak, aby powstało pytanie.**

1 'When is Mary's birthday?'
Do you know when _____?

2 'Where was Shakespeare born?'
Do you remember where _____?

3 'What time does the train for Leeds leave?'
Please check what time _____.

4 'Why did Pam go home after the meeting?'
I wonder why _____.

5 'How many times has she been to Manchester?'
Ask her how many times _____.

6 'Who are they working on the project with?'
Can you tell me _____?

7 'How much did you pay for your new laptop?'
Tell me _____.

8 'How long has Jackie known my brother?'
Could you tell me how long _____?

9 'Why does he prefer apples to bananas?'
I don't know why _____.

10 'Are you interested in ecological projects?'
I'd like to know _____.

Articles: a/an, the and zero article

- 2 **Uzupełnij zdania, używając a/an, the lub -.**

Moving to ¹ _____ United States was a good
decision for our family. We moved here in July.
My parents bought ² _____ apartment in ³ _____
New York City. In my opinion, New York is ⁴ _____
most exciting city in ⁵ _____ world. It is full of
adventure and interesting people. Yesterday I saw
⁶ _____ famous actor on the street! He gave me
his autograph. My father has ⁷ _____ job in one of
the banks here. ⁸ _____ bank is on Wall Street.
My father has ⁹ _____ office on ¹⁰ _____ thirty-
first floor. I visited him there on ¹¹ _____ Friday.
He had some free time so he invited me to
¹² _____ lunch to ¹³ _____ McDonald's near his
bank. Tomorrow I am going to ¹⁴ _____ school for
¹⁵ _____ first time. I am happy because I will meet
Mark there. Mark is my new neighbour. He plays
¹⁶ _____ basketball very well. He is ¹⁷ _____
captain of the school team. I am going to train
with him three times ¹⁸ _____ week. I am really
excited about it.

3 Uzupełnij zdania, używając *the* lub *-*.

- 1 He was born in _____ Germany in 2008.
- 2 My class is going on a trip to _____ Netherlands.
- 3 Does _____ Danube flow into Black Sea?
- 4 He is an experienced climber so next year he is going to climb _____ Himalayas.
- 5 Where is _____ Lake Windermere located?
- 6 Paris is famous for _____ Eiffel Tower.
- 7 You must go and see _____ Buckingham Palace when you're in London.
- 8 _____ Mount Everest and K2 are the two highest mountains in the world.
- 9 I'd like to travel to _____ Moon one day.
- 10 Peru is a country in _____ South America.

Can / could and be able to

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.



▶ VIDEO 26

- 1 (Możemy zobaczyć) _____ the mountains from our windows.
- 2 (Czy mógłbyś powiedzieć) _____ me the truth?
- 3 How many people (możemy zaprosić) _____ to the party?
- 4 I would like (potrafić tańczyć) _____ the Waltz.
- 5 (Czy będziesz mogła przyjść) _____ to the meeting tomorrow?
- 6 (Czy mógłbym zrobić) _____ a picture of you?

Demonstrative pronouns

5 Połącz fragmenty zdań i wstaw w każdą lukę odpowiedni zaimek wskazujący.

- 1 Can you see _____
- 2 I got _____
- 3 Who is taking care of _____
- 4 Let's go and see _____
- 5 I'd like to go somewhere else because _____

- A mice as a birthday gift.
B forest is scary.
C rainbow on the horizon?
D sheep at the back of the hill?
E waterfall which we went to last year.

1 09 Pośluchaj nagrania i uzupełnij treść e-maila.

< New message

Hi Lucy,

You're not going to believe it! I've just spoken to Matt and he's got another pet. And it's an awful one, again! You know that he's had ¹_____ for a few months now, right? So now he has ²_____ and a new terrarium in his bedroom. Can you imagine?! Why does he keep buying pets he can't play with? I have no idea! He says it's enough for him to just watch how they ³_____. Anyway, it seems like it's not the end – he is also going to ⁴_____. I think I'll just stop going to his house.

Gina

2 Uzupełnij luki wyrazami z ramki w odpowiedniej formie, a następnie zaznacz (✓) zdania, z którymi się zgadzasz.

protect sort waste run out of

- 1 People don't do enough to _____ the environment.
- 2 The Earth can't _____ water.
- 3 I try not to _____ water when I take a shower or brush my teeth.
- 4 It's not easy to _____ rubbish.

3 10 Pośluchaj nagrania i odpowiedz krótko na pytania.

- 1 When did the girl start doing something for the planet?

- 2 Who changed her mind?

- 3 What does she do to protect the environment?
Name two things.

- 4 Which environmental problems does she fear the most?

1 Uzupełnij zdania *a/the* lub *-*.

- How about going on _____ holiday to _____ USA?
- Do you think we could have _____ breakfast in _____ restaurant on Saturday?
- Tom has _____ goldfish at home.
- _____ hamsters make good _____ pets.
- What's _____ temperature on _____ Sun?
- There is _____ forest near _____ town where I live.

2 Uzupełnij każdą lukę *can / could / be able to* oraz czasownikami z ramki.

speak get not fly
swim not understand

- To be honest, I _____ a word of what the zoo keeper was saying.
- Tom _____ very well when he was as young as 7.
- I hope I _____ Spanish quite fluently when I finish this course.
- Are you joking? Everyone knows that penguins _____ !
- Although I was late for the bus, I _____ to the first lesson on time.

3 Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.

- (Czy te psy są) _____ dangerous?
- I haven't (*mogłem*) _____ get in touch with Gina yet.
- Can flowers grow (*na pustyni*) _____ ?
- You (*nie możesz wrzucić*) _____ this bottle into the recycle bin.
- Look over there! (*Tamten ptak ma*) _____ got a broken wing.

4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- No other mountain in the world is as high as Mount Everest. **THE** Mount Everest _____ mountain in the world.
- Did you take these pictures on your British holiday? **IN** Did you take these pictures when you were on _____ UK?
- I didn't know how to deal with the physics task. **DO** I _____ the physics task.
- The Scottish are very friendly. **FROM** People who _____ are very friendly.
- Could you climb trees as a child? **TO** Were _____ climb trees when you were a child?



5 Uzupełnij zdania informacjami o sobie.

- I hope I will be able to _____ soon.
- I'd like to see a _____ one day.
- I still can't _____ well.
- Last summer, I couldn't _____

- 1 Popraw błędy. Wykorzystaj informacje o tym, jaki błąd znalazł się w każdym zdaniu.

A spelling mistake

- 1 I'm sorry to hear that there are so many mosquitos.

A grammatical mistake

- 2 My sister own a pet lizard.

A wrong word

- 3 I love playing on the coast and swimming in the sea.

- 2 Dopisz brakujące fragmenty dialogu. Użyj wyrażen z ramki Phrase Box ze str. 72. podręcznika.

- 1 X: Congratulations _____
_____ the solar system competition.

Y: Thanks, it wasn't easy, but I made it.

- 2 X: I _____.

Y: Thanks, Bob. I will really need it. There are twenty other contestants.

- 3 X: Guess what! My science poster is going to be hanged in the school hall.

Y: That's great! I'm _____.

- 4 X: I'm nervous about the Earth Day activities. I've tried so hard to prepare them.

Y: Don't worry! I'm _____.

- 3 Przetłumacz fragmenty e-maila na języka angielski.

< ✉ New message

Magda,

¹(*Gratuluję zorganizowania*) _____

such a great Earth Day. ²(*Świetna robota*) _____

_____, really! I've always known you

are a great organiser. I'm sure ³(*że świetnie sobie*

poradzisz) _____

with similar events in the future.

⁴(*Życzę Ci wszystkiego dobrego*) _____

_____!

Tom

- 1 Zakreśl właściwą odpowiedź: A, B albo C.

- 1 You can't have a _____ as a pet.

A snake B shark C hamster

- 2 It's so _____ that I think it's going to rain soon.

A foggy B frosty C cloudy

- 3 Can you tell me where _____?

A could be the gorillas

B are the gorillas

C the gorillas are

- 4 At the weekend, we were collecting rubbish in the local _____.

A rainforest

B forest

C coast

- 5 Do you know the names of _____ children?

A those B that C this

- 6 Do you know what _____ longest river is?

A a B the C -

- 7 I'd like to know when _____

A will you come.

B you will come.

C you will come?

- 8 More and more households use _____ power instead of electricity.

A solar

B toxic

C fossil

- 2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 Who do (*te króliki*) _____ belong to?

- 2 I'm really scared of (*grzmotów i błyskawic*) _____.

- 3 Are there any (*pojemniki na szkło*) _____ next to your house?

- 4 (*Hipopotamy umieją biegać*) _____ 30 km/h.

- 5 Can you please show me (*gdzie żyją małpy*) _____?

- 6 Do you have any idea (*która jest godzina*) _____?

- 7 (*Czy możesz mi podać tamtą*) _____ book?

- 8 (*Nil jest najdłuższą rzeką na świecie*) _____.

1 Uzupełnij nagłówki z gazet.

1 20 v _____
of the earthquake still missing

2 Who's going to win the presidential
e _____ ?
Look at new polls

3 Dangerous criminal in
p _____ for 10 years

4 Senator who b _____
the law investigated

5 U _____ on the rise!
More than 20 % without job

6 US dollar the most wanted
c _____ in the world?

2 Podaj po dwa przykłady do każdej definicji.

1 People whose job is connected with law:

_____, _____

2 Types of crime in which something is taken away:

_____, _____

3 Charity activities which volunteers do to protect the environment:

_____, _____

4 Social problems connected with the lack of money:

_____, _____

5 Two types of punishment:

_____, _____

3 Odpowiedz na pytania, wykorzystując podane początki zdań.

1 What makes you a good citizen?

I never _____.

I'm also _____.

2 Which charity would you like to get involved in?

Why?

I might _____.

This organisation deals with / helps _____.

3 Which social problem do you find the most alarming?

Personally, I can't stand _____.

That's because _____.

4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę wpisz maksymalnie trzy wyrazy.

1 There were a (kilku policjantów z drogówki)

_____,

so I asked them for help.

2 Nothing happened because the witness didn't

(pojawił się w sądzie) _____.

3 If you (nie będziesz przestrzegać zasad)

_____,

you will be punished.

4 There (były trzy włamania)

_____,

in our neighbourhood last month.

5 Lynda works for a charity organisation (która pomaga starszym)

_____ people.

6 How many (partii politycznych jest)

_____ in your country?

5 Obejrzyj video i odpowiedz na zadane w nim pytanie.



► VIDEO 27

1 Dopasuj wyrazy do definicji.

- 1 Fundraiser
- 2 Non-profit
- 3 Virtual
- 4 Supporter
- 5 Cause

- A not making money from one's activities
 B done or seen using computers or the Internet
 C an idea you can support because it helps others
 D a social event organised to collect money for charity
 E someone who helps an organisation

2 Przeczytaj tekst. Uzupełnij luki w zdaniach zgodnie z treścią tekstu.

- 1 Charities began to organise virtual fundraisers because people couldn't meet _____.
- 2 Online events are less _____.
- 3 A charity concert means that the musicians don't _____ for playing.
- 4 In a game night, you collect money from _____ people pay when they sign up.

3 Przeczytaj ponownie tekst. Uzupełnij luki w e-mailu zgodnie z treścią tekstu.

< New message

Cześć Moniko,

Czy nadal chciałabyś pomóc mi zorganizować zbiórkę pieniędzy dla schroniska? Czytałam artykuł o zbiórkach online i mam trzy pomysły na to, co możemy zrobić. Po pierwsze, możemy ¹ _____ na wirtualny koncert. Mój starszy brat gra w kapeli i powiedział, że chętnie zagrają za darmo. Mogłybyśmy także zorganizować seans filmowy – wtedy musiałybyśmy wybrać film ² _____ związany z naszą sprawą. Ostatni pomysł to wieczór gier. Najciekawiej byłoby zrobić z tego ³ _____, w których będzie jakaś nagroda.

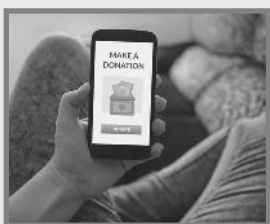
Napisz, proszę, który pomysł wydaje Ci się najciekawszy.

Paulina

4 Odpowiedz na pytanie, używając co najmniej trzech słów z zadania 1.

Which of the events would you like to take part in? Why? _____

THE NEW FACE OF CHARITY



During the height of the Covid-19 pandemic in 2020, many non-profit organisations cancelled or postponed their fundraising events. But within a few months, charities realised they didn't really need to call off their events – they just had to go online. It soon turned out that in some ways virtual fundraisers were in fact better than in-person events – they are cheaper to organise and attract more people. If your school is thinking about collecting money for some cause, here are some ways to raise money.

Online concert If you want to give people some entertainment in return for donations, a live gig by a popular band is a great idea. Ask some artists to support your charity and perform for free. The money you collect for the tickets can be donated to charity. Organise a live streaming of the performance and, to get extra funds, 'behind the scenes' meeting with the musicians.

Virtual Movie Night This might be the easiest online fundraiser to organise. Choose a film (possibly a documentary connected to your cause) and set a time to start watching together. A chat room might be a good idea to make people connect. Don't forget to get permission to show the film and then promote the event on social media.

Game night How about a gaming tournament? There are probably many students in your school who would sign up for such a fun event, pay the fee and support your cause. Games bring people together and are always a good idea. Decide which online games you want to play, set the rules for the competition and ... enjoy yourselves! 😊

- 1 Przetłumacz zdania na język angielski, używając wyrazów podanych w nawiasach.

1 Niemożliwe, żeby Tom był złodziejem. (robber)

2 Być może Vanessa rozwiąże problem. (solve the problem)

3 Twój rodzice muszą być z ciebie dumni. (proud of)

4 Możliwe, że Kent nie wygra wyborów. (win the elections)

- 2  **Uzupełnij dialogi, wpisując w każdą lukę brakujący fragment wypowiedzi. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

1 X: Have you heard? James has joined the army.

Y: But he looks so young! He can't (enough) _____ to be a soldier.

2 X: Look! We've received a fine!

Y: Well, it (be) _____ illegal to park here.

3 X: Where is Monique?

Y: I'm not sure. She (anywhere) _____.

4 X: There is an investigation against the mayor.

Y: Really? He (not) _____ such a good citizen after all.

- 3 **Wybierz jedno z pytań z zad. 7. na str. 79. podręcznika. Napisz po dwa zdania wyrażające prawdopodobieństwo i pewność.**

Question no. ____

Tense review

- 1 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij zdania z luką tak, aby zachować znaczenie zdania wyjściowego.



▶ VIDEO 28

1 Jack is a very good volleyball player. **VERY**

Jack _____ well.

2 The last time we had a maths test was two months ago. **FOR**

We _____ two months.

3 There was a lot of noise in the street. They couldn't sleep. **SOMEONE**

They couldn't sleep because _____ a lot of noise in the street.

4 We still don't have any food for the party.

BOUGHT

We _____ the party yet.

5 Peter saved enough money and he bought a snowboard. **HAD**

After Peter _____, he bought a snowboard.

6 Sue is planning to invite five friends to her birthday party. **GOING**

Sue _____ to her birthday party.

7 Jane hasn't visited her aunt in Canada for two years. **VISITED**

Jane last _____ ago.

8 The teacher came into the classroom and saw all the students at their desks. **SITTING**

When the teacher came into the classroom, _____ at their desks.

9 Tom is doing the second exercise now. **HAS**

Tom _____ so far.

10 It is too rainy to go to the beach today. **GOING**

We are _____ to the beach today because it is too rainy.

Reflexive pronouns; each other

2 Uzupełnij każde zdanie tak, aby zachować znaczenie zdania wyjściowego. W każdą lukę wpisz maksymalnie trzy wyrazy.

- I always have good fun when I visit my cousins.
I always enjoy _____
visit my cousins.
- I send postcards to my best friend. She also
sends postcards to me.
My best friend and I often send postcards
_____.
- No one helps me to tidy my room.
I always tidy _____.
- I didn't understand Thomas because he spoke
German. I don't speak German.
Thomas and I didn't _____
_____ because I don't know German.
- It's not your fault that there is such a mess in
this room.
You shouldn't blame _____
_____ for the mess in this room.
- We are really good friends. Ann helps me and
I help her when we have problems.
Ann and I always help _____
_____ when we have problems.

Modals: deduction (present)

3 Uzupełnij zdania, używając podanych wyrazów tak, aby zachować sens zdania wyjściowego.

- It's impossible that John is 14 years old. **BE**
John _____ 14 years old.
- I'm sure you've met Kate before. **KNOW**
You _____.
- Perhaps the volunteers will collect the money.
MIGHT
_____ the money.
- I'm sure your mum has something important
to do. **HAVE**
_____ something
important to do.
- I don't believe Martin sleeps only five hours
a night. **SLEEP**
Martin _____ only
five hours a night.
- It's possible that we will fail the next test. **MAY**
_____ the next test.

1 11



Posłuchaj nagrania i odpowiedz krótko na pytania.

- What does the poster need to present?

- Which issues will most students present
in their projects?

- What is Fiona going to present?

- Why can't Tim and Fiona do the project
together?

- According to Tim, what should Fiona add to
the poster?

2 12



Posłuchaj nagrania i uzupełnij luki w zdaniach.

- The girl has never experienced _____
_____.
- Last week her classmates made her _____
_____.
- She can always rely on _____
_____.
- She would never _____
_____ anyone.

3 Uzupełnij zdania wyrazami z ramki.

skip peer draw harmless

- There is a lot of _____ pressure
in schools these days.
- It was rather _____ behaviour – there is
no need for punishment.
- You need to _____ a line between being
quiet and being rude.
- I didn't want to _____ school, but my
friend talked me into it.

1 Uzupełnij luki czasownikami podanymi w nawiasach w odpowiedniej formie.

- 1 The TV suddenly (**stop**) _____ working when I (**watch**) _____ the news yesterday.
- 2 Before Thomas (**run**) _____ for president, he (**be**) _____ a senator for five years.
- 3 I usually (**attend**) _____ Spanish classes on Mondays, but tomorrow, I (**go**) _____ to the dentist.
- 4 Mandy (**have**) _____ ten driving lessons so far, and she (**take**) _____ a driving test next month.
- 5 I (**not read**) _____ anything interesting at the moment. Maybe I (**borrow**) _____ something from the library after school?
- 6 (**you / think**) _____ about our charity event yet? (**you / like**) _____ the idea of organising a concert?

2 Uzupełnij każdą lukę jednym wyrazem.

- 1 Be careful! You might cut _____ with the knife.
- 2 My dad sings to _____ while taking a shower.
- 3 I think the two politicians are angry with _____ other.
- 4 Why are they staring at _____ in the mirror?
- 5 Honestly, I painted the room all by _____.
- 6 Sara voted for _____ in the class election, which was against the rules.



3 Uzupełnij zdania, wykorzystując wyrazy podane w nawiasach w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów, natomiast – jeśli to konieczne – dodaj inne wyrazy. W każdą lukę wpisz maksymalnie trzy wyrazy.

- 1 To be honest, politics (**not / interest**) _____ me at all.
- 2 At the beginning, make sure (**introduce / you**) _____.
- 3 As far as I know, Jill (**not / do**) _____ any volunteering jobs recently.
- 4 Did Donna cook the dinner all (**she**) _____?
- 5 The victim of the robbery said that she (**not / come**) _____ to court.

4 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają luki 1–3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo.

A ourselves	B how	C other
D us	E so	F one

Today at school, we had a very special day. The President and First Lady visited our school. They seem to be very nice – they smiled at each other ¹ _____ a lot, they waved to ² _____ and shook hands with some students. The President gave a speech about ³ _____ important education is.

5 Uzupełnij zdania informacjami o sobie.

- 1 Three years ago, my parents _____.
- 2 _____ and I often visit each other.
- 3 My best friend has never _____.
- 4 If any of my friends broke the law, _____.
- 5 I can _____ by myself.

- 1 Przetłumacz fragmenty zdań na język angielski. Użyj wyrażień ramki z Phrase Box ze str. 84. podręcznika.

- 1 (Proszę, daj mi znać) _____
_____ whether you
can be there on time.
- 2 (Nie zapomnij przynieść przekąsek) _____
_____ with you.
- 3 The charity auction (odbędzie się) _____
_____ on Saturday at noon.
- 4 Why don't you (zostawisz komentarz tutaj) _____
_____.
- 5 It's important (żebyście wzięli udział) _____
_____ in the event.
- 6 Please call me tonight (jeżeli będziesz mógł) _____
_____.

- 2 Uzupełnij tekst ogłoszenia. Użyj wyrażień z ramki Phrase Box ze str. 84. podręcznika. W każdą lukę wpisz jeden wyraz.

- 3 Popraw cztery błędy w zaznaczonych fragmentach w ogłoszeniu.

- 1 Zakreśl właściwą odpowiedź: A, B albo C.

- 1 Which one of your successes are you the most proud _____?
A on B from C of
- 2 We both need to apologise – we were really rude to _____.
A ourselves B us C each other
- 3 Does the law in your country protect the _____ of bullying?
A lawyers B victims C criminals
- 4 Have you ever _____ a crime?
A done B committed C broken
- 5 If all of my friends have completed Level 4, it _____ so difficult!
A can't be B might be C must
- 6 The traffic _____ told me I couldn't ride a motorbike on that street.
A warden B officer C victim
- 7 Luke went to prison because he _____ a lot of money.
A was stolen B has stolen C had stolen
- 8 The _____ will soon decide if Dominic S is guilty or not.
A judge B prisoner C thief

- 2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 What is the (waluta) _____ in your country?
- 2 We all need to (przestrzegać zasad) _____.
- 3 I'd like (pomagać starszym) _____ more often.
- 4 When (rozwiążesz ten problem) _____?
- 5 (Włamywacz został zabrany) _____ to court.
- 6 (Niemożliwe, że są odpowiedzialni) _____ for this.
- 7 As homework, please write (opowiadanie o was samych) _____.
- 8 (Czy kiedykolwiek dostałeś mandat) _____?

acting	
	aktor
actress	
	wstęp
advertisement	
	strzała
art gallery	
	artykuł
attraction	
	widownia, publiczność
author	
	zespół
be talented at (doing)	
	namiot cyrkowy
bow	
	panna młoda
bring up	
	pędzel
bucket	
	sztuczka karciana
carnival	
	kreskówka
cast	
	celebryta
channel	
	kino
circus	
	klasyczny
collector	
	komiks
concert	
	program kulinarny
crime series	
	tancerz
design	
	reżyser
display	
	film dokumentalny

donate	
	ściągać, pobierać
draw	
	rysunek
entrance	
	wystawa
fair	
	projektant mody
fashion show	
	festiwal
found	
	zranić się
groom	
	rozdawać
happy ending	
	On gra...
headline	
	zabawa w chowanego
illustrations	
	obraz (ilustracje, pliki graficzne)
impress	
	instrument
interviewer	
	Występuje w nim...
It's about ...	
	Zatytułowany jest...
It's directed by ...	
	Akcja rozgrywa się w...
It's written by ...	
	rzecz, artykuł, przedmiot
journalist	

	zongler
lead actor	
	głośniki
lyrics	
	pokaz magii
main character	
	mikrofon
model	
	muzyk
national newspaper	
	powieść
orchestra	
	koncert na świeżym powietrzu
paint	
	malarz
painting	
	farby
parade	
	występować
performance	
	przekonywać
photography	
	fabuła
poem	
	poeta
pop	
	portret
post	
	prezenter
put on	
	królik
reality show	
	próba
rock	
	rola
runway	

	scena
science fiction	
	ekran
share online	
	świecić, błyszczyć
shoot	
	opowiadanie
sing	
	szkic
smelly	
	węże i drabiny (gra planszowa)
song	
soundtrack	
	kolekcja (wiosenna)
stage	
	grać główną rolę
subscribe to sth	
	czasopismo dla nastolatków
tie	
	trapez (drążek gimnastyczny)
travel show	
	melodia
understudy	
	wysyłać (np. pliki na serwer internetowy)
website	
	dzieło sztuki
write	
	pisarz

(beach) volleyball	
	ring (bokszerski)
(dry) (ski) slope	
	klub sportowy
athlete	
	wysportowany
athletics	
	stadion lekkoatletyczny
ball	
	baseball
bat	
	wygrać z kimś
board	
	buty (np. korki)
boxer	
	boks
break a record	
	brązowy medal
canoeing	
	kapitan
catch	
	mistrz
cheer	
	wspinaczka
club	
	trener
come second	
	konkurować
costume / trunks	
	wpaść na kogoś
cricket	
	kolarstwo
cyclist	
	nurek

diving	
	zremisować
enter	
	piłka nożna
football pitch	
	piłkarz
get hurt	
	pobrudzić się błotem
goal	
	gogle, okulary ochronne
golf	
	gimnastyk
gymnastics	
	kask
hit	
	jazda konna, jeździectwo
ice hockey	
	tyżwiarstwo
ice-skating rink	
	niezwykły
join	
	kopnąć
kit	
	okrążenie
lose	
	chybić
net	
	basen olimpijski
penalty	
	gracz
position	
	ćwiczyć
professional athlete	
	chronić
racket	
	rekordzista

referee	
	jazda na łyżworolkach
rugby	
	biegacz
running	
	strzelać gole
skateboarding	
	narciarstwo
skis	
	jazda na snowboardzie
sports camp	
	squash
strip	
	kibicować
supporter	
	surfing
swimmer	
	pływanie
table tennis	
	taktyka
team	
	tenis ziemny
tennis court	
	rzucać
tournament	
	trenować
trainer	
	potknąć się
weightlifter	
	podnoszenie ciężarów
wetsuit	
	wygrywać
wrestling	

ache	
	trądzik
allergy	
	kostka, staw skokowy
antibiotics	
	stosować
apply a skin cream	
	astma
avoid sugary drinks	
	ból pleców
bandage	
	uderzyć się w głowę
be physically active	
	być optymistą
bleeding	
	ciśnienie krwi
break a bone	
	oddychać
broken bone	
	siniak, stłuczenie
cancer	
	przeziębienie
check-up	
	policzek
chin	
	trener
come down with	
	kaszel
cough syrup	
	krem
cut yourself	
	choroba

drink lots of water	
	ból ucha
eat fruit and vegetables	
	łokieć
exercise	
	rower treningowy
face	
	zemdleć
feel dizzy	
	czuć się źle
fever	
	zwalczać
first aid kit	
	grypa
follow a diet	
	trening piłkarski
forehead	
	zdrowieć
get fresh air	
	spać dużo, wysypiać się
get over	
	badać się regularnie
get treatment for	
	chodzić spać o stałej porze
have a balanced / healthy diet	

	mieć ból pleców
have close relationships with family	
	katar sienny
headache	
	członek personelu medycznego
heart rate	
	wysoka gorączka
hurt	
	zranić się w kolano
immune system	
	poprawiać zdrowie
infection	
	utrzymywać formę
knee	
	uraz nogi
limit computer game time	
	zajmować się kimś, opiekować się kimś
lower	
	płuca
medicine	
	zdrowieć
neck	
	krwawienie z nosa
nurse	
	okazja
pain	
	bolesny
pass out	
	tabletki
plaster	
	gips
prescription	
	zapobiegać chorobom

pull a muscle	
	opłukać coś pod bieżącą wodą
receipt	
	powracać do zdrowia
relief	
	katar
scream	
	ramię
skip meals	
	kichać
sore throat	
	spinning (ćwiczenia na rowerze stacjonarnym)
spots	
	skręcony staw skokowy
stay out of the sun	
	użądlenie
stitch up the wound	
	brzuch
stomach ache	
	rozciągać się
suffer from	
	pocić się
tablet	
	brać kąpiel/prysznic
take an aspirin	
	termometr
throw up	
	stacjonarna bieżnia
treat	
	chory, niezdrowy
virus	
	talia
wasp	
	ćwiczenia siłowe
wrist	

(video) camera	
	uzależniający
amazing	
	ogłaszać, zapowiadać
annoying	
	program antywirusowy
attitude	
	okropny
browser	
	bloger
carry out research	
	ładować telefon/baterię
civilisation	
	klikać
come up with	
	łączyć się (z Internetem)
contact	
	radzić sobie (z czymś)
crash	
	kostka, sześcian
cursor	
	aparat cyfrowy
disappointing	
	odkrywać, odnaleźć
do an experiment	
	ściągać (pliki)
DVD	
	słuchawki douszne
electricity	
	zachęta
escape	
	ewolucja

explore the universe	
	odkryć coś
folder	
	konsola gier
gravity	
	haker
handset	
	sprzęt komputerowy
headphones	
	przebój
hope	
	obrzydliwy, potworny
hunger	
	w przeciwieństwie do czegoś
incredible	
	wpływ
install	
	wynaleźć
joy	
	klawiatura
listen to (music)	
	śliczny, czarujący
medical advances	
	pamięć
memory stick / flash drive	
	batagan
microphone	
	moderator
screen	
	nie dość dobry
origins	

	obudowa na telefon
phone charger	
	szkoda
pop-up	
	zamieszczać post
print (out) a document	
	drukarka
printing press	
	programista
protect	
	pilot
reviewer	
	rewolucjonizować
router	
	bzdury
scanner	
	kamery bezpieczeństwa
selfie stick	
	wstyd
signal	
	SMS, wiadomość tekstowa
software	
	układ słoneczny
space travel	
	głośnik
stay in touch	
	przeżyć, przetrwać
tablet	
	zrobić selfie
theme	

	teoria względności
traffic lights	
	troll (osoba umieszczająca złośliwe i niestosowne komentarze w sieci)
type	
	przenośna pamięć USB
vacuum cleaner	
	przemoc
virus	
	głośność
waste of time	
	projektant stron internetowych
wheel	
	Wi-Fi

air pollution	
	mrówka
autumn	
	plaża
beak	
	niedźwiedź
bee	
	pojemnik na szkło
butterfly	
	kanion
cave	
	pazur
cliff	
	zmiana klimatu
cloud	
	pochmurny
coast	
	zimny
cool	
	krowa
crocodile	
	pustynia
disturb	
	delfin
donkey	
	suchy
duck	
	stoń
environmentally friendly	
	fabryka
feather	
	opłata
feed	
	pole
flower	

	mgła
foggy	
	las
fossil fuel	
	lis
frost	
	mroźny
fur	
	żyrafa
global warming	
	koza
gorilla	
	chomik
heat	
	wzgórze
hippo	
	koń
hot	
	lód
icy	
	kangur
lake	
	wysypisko śmieci
leaf	
	błyskawica
lion	
	jaszczurka
maple	
	roztapiać się
monkey	
	komar
mountain	
	mysz
natural feature	
	ocean

park	
	papuga
path	
	łapa
penguin	
	benzyna
pig	
	transport publiczny
rabbit	
	deszcz
rainbow	
	las deszczowy
rainy	
	łańcuch górski
recycle	
	kosz do segregacji odpadów
rhino	
	rzeka
root	
	kosz na śmieci
scenery	
	morze
sea level	
	wybrzeże
seed	
	rekin
sheep	
	świecić
shower	
	wąż
snow	
	opady śniegu
snowy	
	gleba, ziemia

solar power	
	pająk
spring	
	łodyga
storm	
	burzowy
summer	
	słońce
sunny	
	wschód słońca
sunset	
	światło słoneczne
tail	
	grzmot
tiger	
	toksyczne odpady
traffic	
	korek uliczny
valley	
	wodospad
wave	
	wieloryb
whisker	
	wiatr
windy	
	skrzydło
winter	

adult	
	pomoc
arrest	
	być miłym (dla)
be proud of	
	uzależnić się
behave (well)	
	granica
break into	
	łamać prawo
bullying	
	włamywacz
burglary	
	włamywać się
career	
	sprawiać problem
charity	
	treści w Internecie, których celem jest skłonienie internauty do wejścia na konkretną stronę
collect money (door-to-door)	
	popętnić przestępstwo
confirm	
	sąd
crime	
	przestępca
crisis	
	finansowanie społecznościowe
cruel	
	waluta
defend	
	opóźnienie
discrimination	

	ofiarować (datek)
driving instructor	
	zażywanie narkotyków
duty	
	wybory
evidence	
	fałszywe wiadomości
fine	
	zrobić sobie tatuaż
guilty	
	mieć obowiązek (zrobienia czegoś)
head of state	
	pomagać osobom starszym
helpline	
	bezdarność
join the army	
	sędzia
jump the queue	
	prawnik
legal / illegal	
	pozwolenie
member of a community	
	zamordować (kogoś)
murderer	
	niegrzeczny, nieprzyjemny
new trend	
	przestrzegać zasad
park clean-up	
	płacić podatki
peaceful	

	policjant
polite	
	partia polityczna
population	
	bieda
prison	
	więzień
punishment	
	rasizm
relief organisation	
	religia
respect the rights of others	
	odpowiedzialny
rewarding	
	jeździć na motorze
rights	
	rabować, okradać
robber	
	rabunek, kradzież, napad (np. na bank)
second-hand	
	kraść w sklepie
shoplifter	
	kradzież w sklepie
society	
	rozwiązywać problem
steal	
	brać udział (w czymś)
take place	
	terroryzować
terrorism	
	terrorysta
theft	
	złodziej
traffic warden	

	sadzenie drzew
trial	
	bezrobocie
vandal	
	dewastować, niszczyć
vandalism	
	ofiara
volunteer	
	głosować
wait your turn	
	świadek
work on	

Rozumienie ze słuchu

13 Zadanie 1. Usłyszysz dwukrotnie cztery teksty. W zadaniach 1.1.–1.4., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C. (0–4)

1.1. How will the girl and the boy get to Helen's party?

- A. 
- B. 
- C. 

1.2. What animal is the girl going to buy?

- A. 
- B. 
- C. 

1.3. Where are the girl and the boy talking?

- A. 
- B. 
- C. 

1.4. Kate is calling Lucy to

- A. tell her about their teacher.
- B. remind her about a biology test.
- C. invite her to a skating training.

14 Zadanie 2. Usłyszysz dwukrotnie cztery wypowiedzi na temat wizyty u weterynarza. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

During the last visit to the vet, this speaker's pet

- A. became aggressive.
- B. escaped from the room.
- C. hurt another animal.
- D. was very lively.
- E. behaved quietly.

2.1.	2.2.	2.3.	2.4.

- 15 **Zadanie 3.** Usłyszysz dwukrotnie wywiad z utalentowaną nastoletnią malarką. Na podstawie informacji zawartych w nagraniu uzupełnij luki 3.1.–3.5. w poniższej notatce. Luki należy uzupełnić w języku angielskim. (0–5)

LAURA BROWN – AN ARTIST'S PROFILE

- She started painting at the age of 3.1. _____.
- At present, she's painting 3.2. _____.
- She paints 3.3. _____ times a week.
- Her favourite paints are 3.4. _____.
- Her plans for the future: exhibition in 3.5. _____.

Znajomość funkcji językowych

- 16 **Zadanie 4.** Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. Sorry, I'd like to do it on my own.
B. Sure, here you are.
C. It's OK but I don't like it very much.
D. They're a waste of time.
E. I think I enjoy camping by the lake the most.

4.1.	4.2.	4.3.	4.4.

- Zadanie 5.** Dla każdej z opisanych sytuacji (5.1.–5.3.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C. (0–3)

- 5.1. Twój kolega wygląda na przygnębionego.
Jak zapytasz co się stało?
A. What does it mean?
B. How did it happen?
C. What's the matter?
- 5.2. Chcesz spotkać się z przyjacielem dziś wieczorem. Jak poprosisz rodziców o pozwolenie?
A. Can I meet Jack tonight?
B. Could you visit Jack tonight?
C. Do you want me to see him tonight?
- 5.3. Chcesz pożyczyć rower od kolegi. Jak go o to poprosisz?
A. Why can't you use your bike?
B. Could you lend me your bike?
C. Would you like to borrow my bike?

- Zadanie 6.** Uzupełnij dialogi. Wpisz w każdą lukę 6.1.–6.4. brakujący fragment wypowiedzi tak, aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim. Uwaga! W każdą lukę możesz wpisać maksymalnie trzy wyrazy. (0–4)

- 6.1. X: Jane, _____
get this mobile?
Y: Three months ago. I got it for my 15th birthday.
- 6.2. X: Tom, _____
you been in London?
Y: For a week. I came here last Friday.
- 6.3. X: What was _____
yesterday?
Y: It rained, and it was very cold.
- 6.4. X: _____
to the mountains next weekend?
Y: No, I'm not. I need to revise for my exam on Sunday.

Rozumienie tekstów pisanych

Zadanie 7. Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl jedną z liter: A, B albo C. (0–4)

< ✉ New message

Hi Ann,

I am happy I saw it. Tom was the second to play. He came in, bowed, and sat down on the bench. Then, he played wonderfully. Our music teacher was really proud. He had trained Tom for months. There was also a television crew, so you'll be able to see this concert on TV.

Joe

< ✉ New message

Hi Fiona,

It's on Wednesday, at 5 pm, so we won't be able to go to our piano lesson. Unfortunately, it's at the same time. But I'm sure we won't regret it. The band is going to play their latest hits. That's what they promised in the TV interview last week. Our seats are in the tenth row, so I hope we will see everything well.

Adam

7.1. Both texts are about

- A. a piano lesson.
- B. a music concert.
- C. a TV performance.

<>

It was just a 500-metre walk away from the centre. My father liked it because there was plenty of space to park the car. However, our rooms smelt awful, and the furniture was old. They were next to the reception, so it was sometimes rather noisy too. But the food in the restaurant was delicious. I really loved the pizza they served for lunch one day.

7.2. The author gives his opinion about

- A. a hotel.
- B. a pizzeria.
- C. his old house.

7.3. This is a review of

- A. a film.
- B. a book.
- C. a computer game.

SCHOOL WRITING CONTEST

Open to all school students

- Articles about our school life must arrive by 15th March
- Ten finalists will be chosen by the English language teachers
- Finalists' articles will be posted on the school website
- The winner will be chosen by all school students online

GRAND PRIZE \$500 Cash

7.4. The advertisement says that

- A. each finalist will get five hundred dollars.
- B. all students have to send articles about school.
- C. school students will choose the best article.



Zadanie 8. Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

To Be Honest Or Not To Be

Imagine finding a wallet full of cash. Then imagine discovering that the wallet belongs to a famous actor. What would you do?

This happened to seventeen-year-old Tristin Barker. One day, he went to a restaurant with his mother to dine there. Accidentally, he found a wallet lying on a restaurant table. **8.1.** ____ To do this, he opened the wallet, full of cash, to check who it really belonged to. He was surprised when he discovered that it belonged to a famous actor – Chris Hemsworth. **8.2.** ____ He told him he had found the wallet and wanted to return it to Chris. The manager was very grateful to hear this news and gave him the necessary information. **8.3.** ____ In it, he asked for a few tickets to a talk show hosted by Ellen DeGeneres. Chris Hemsworth was going to appear on it. The teen was invited to the show. Hemsworth greeted him and told the story of the lost wallet to Ellen and her guests. During the show, Ellen invited Tristin to come up on stage. **8.4.** ____ Apart from the money, Ellen also gave him a wallet with \$10,000. Who says honesty doesn't pay off?

- A. Immediately, Tristin contacted the celebrity's business manager.
- B. Then, Chris gave him all the cash from his wallet.
- C. However, inside the wallet there was even a bigger surprise.
- D. Tristin got the actor's address, to which he sent the wallet with a note.
- E. But instead of keeping it for himself, he decided to find its owner.

Zadanie 9. Przeczytaj teksty na temat ważnych turniejów tenisowych organizowanych w krajach anglojęzycznych oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. (0–4)

A. Wimbledon is the oldest and the most famous tennis tournament in the world. It started in 1877 and has been played on grass ever since. The rules specify that the players must wear white clothes.

Also, the final set can't be stopped until one competitor wins by two games* over their opponent. Rain does not stop the final match because there is a roof over the Central Court.

B. The best tennis players meet at Melbourne Park in January every year for the Australian Open. It started in 1905. The matches were played on a grass ground until 1988. The **Australian Open** is the first of the greatest tournaments of the year. Its rules say that the final set ends when a player wins by two games over their rival. If it is very hot, the players leave the court and return to it when the temperature goes down.

C. The first **U.S. Open** tournament was held in August, 1881. In the past, matches were played on grass as well as on clay**. Today it is a hard court tournament. The main court, where the final game is played, has a roof. It is pulled closed when it's rainy. The U.S. Open is unique because if the result in the final set is six to six, the competitors play one more game, called a tiebreak. It decides which player wins the game.

*gem (część seta) **głina

9.1.	There's a limit of games the players play in the final set.	
9.2.	This tournament starts a series of the most important tennis events.	
9.3.	The final match may be stopped because of the weather.	
9.4.	The games are played only on grass courts these days.	

Zadanie 10. Przeczytaj tekst. Uzupełnij luki w zdaniach 10.1.–10.3. zgodnie z treścią tekstu. Luki należy wypełnić w języku polskim. (0–3)

< ✉ New message

Dear Marta,
I'm writing to tell you that I've got my first job. I've had it for five weeks now. I work as a librarian's assistant in a huge library. I don't work full time. They need me from Monday to Thursday. I have Friday and weekends off. That's very good for me. The library isn't far away from my house. I walk there, which takes me only twenty minutes. I could take a bus, but I'm saving money for a new bike.
How are you? How is your cousin Marek? Is his English getting better? Please write to me asap.
Loads of love,
Stephanie

Cześć, Marek. Napisała do mnie Stephanie. Pamiętasz ją?

Cześć. Oczywiście! Co u niej słychać?

Jest bardzo zadowolona, ponieważ od 10.1. _____ tygodni pracuje jako pomoc w bibliotece. Pracuje 4 dni w tygodniu, w 10.2. _____ i w weekendy ma wolne.

Brzmi niezłe.

Do tego ma blisko do pracy, więc chodzi pieszo. W ten sposób oszczędza pieniądze na zakup 10.3. _____.

Też bym tak chciał...

Stephanie przesyła Ci pozdrowienia i pyta o Twoje postępy w angielskim.

Napisz jej, że do następnego spotkania będę już bardziej rozmowny.

Znajomość środków językowych

Zadanie 11. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

A.	B.	C.
returned	stole	sign

D.	E.	F.
went	got	idea

An Unlucky Thief

The owner of a small grocer's store in Springs, Debbie Green, is happy to have her dog back after someone 11.1. _____ into her car last Monday. Debbie told the police



she had left her car keys in the car and run inside the store for a moment. When she 11.2. _____, she saw that the car with her dog, named Rufus, was gone. Fortunately, the thief left the dog a few streets away from the store. Rufus looked scared, but wasn't hurt. There's still no 11.3. _____ of her car. But there's good news: the thief accidentally dropped his driver's license!

Zadanie 12. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.4. Zakreśl jedną z liter: A, B albo C. (0–4)

Looking at the Stars

More than 400 years ago, Galileo Galilei, **12.1.** ____ was an Italian scientist, built a telescope. He used it to **12.2.** ____ space. Since then, scientists have built better telescopes than Galileo's to make big discoveries. In 1990, they **12.3.** ____ the Hubble Space Telescope into space. Soon, new telescopes will replace Hubble. They will travel farther into space than Hubble and look for planets **12.4.** ____ Earth. Their special cameras and tools will be able to find what the human eye cannot see.

- 12.1. A. which B. that C. who
12.2. A. learn B. study C. look
12.3. A. sent B. have sent C. send
12.4. A. so B. such C. like

Zadanie 13. Uzupełnij zdania 13.1.–13.4.

Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli to konieczne – dodać inne wyrazy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga!** W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane. (0–4)

- 13.1. The rhinoceros is one of (**dangerous / animal**) _____ in the world.
- 13.2. This accident (**happen / two / hour**) _____ ago.
- 13.3. My room (**be / paint**) _____ next month.
- 13.4. Robert says he (**enjoy / ride**) _____ a bike when he has some free time.

Wypowiedź pisemna

Zadanie 14. (0-10)

Byłeś/Byłaś ostatnio z przyjaciółmi na sztuce
w teatrze. W e-mailu do kolegi z Anglii:

- napisz, o czym była sztuka,
- wyraż swoją opinię na temat tego przedstawienia,
- opisz, co robiliście z przyjaciółmi po przedstawieniu.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba, która nie zna polecenia w języku polskim, uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 50 do 120 słów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Hi Jason,

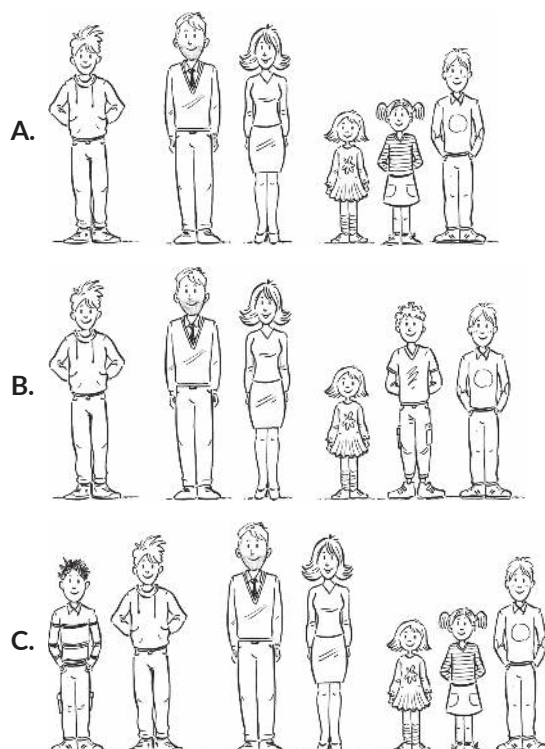
Last Saturday, my friends and I went to the theatre.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

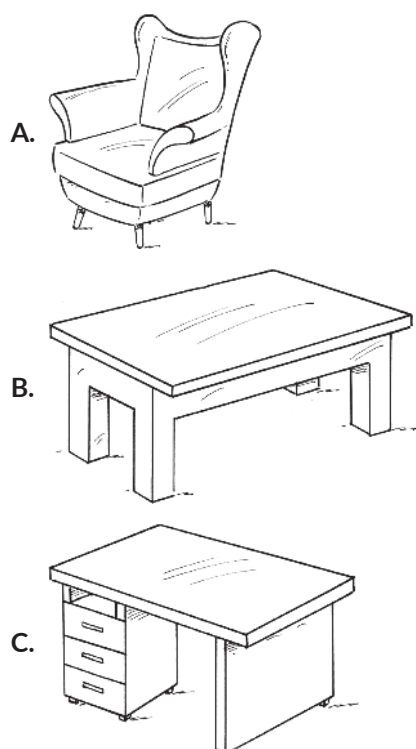
Rozumienie ze słuchu

17 Zadanie 1. Usłyszysz dwukrotnie cztery teksty. W zadaniach 1.1.–1.4., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C. (0–4)

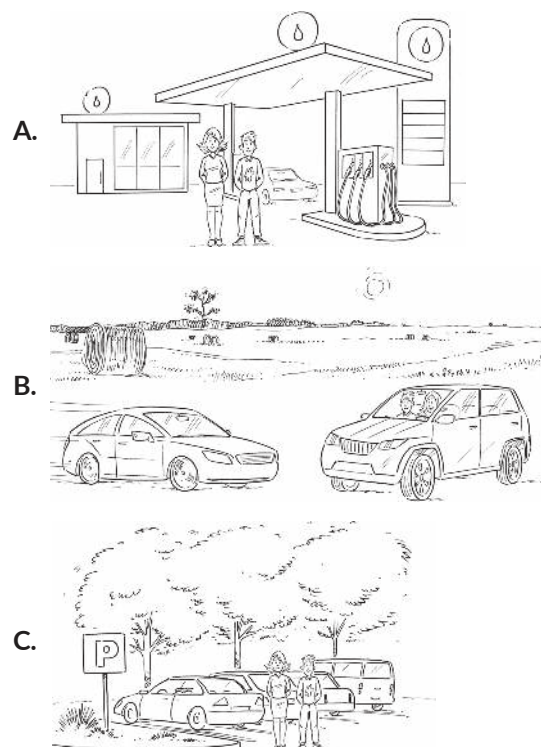
1.1. Which is the boy's family?



1.2. Which new piece of furniture will the girl get?



1.3. Where are the woman and the boy?



1.4. Julie called George to

- A. correct her mistake.
- B. suggest meeting Richard.
- C. inform him about her new address.

18 Zadanie 2. Usłyszysz dwukrotnie cztery wypowiedzi na temat joggingu. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (2.1.–2.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

This speaker

- A. felt bad after the run.
- B. had to give up running for some time.
- C. took breaks while running.
- D. joined a group of runners.
- E. changed the route where he/she ran.

2.1.	2.2.	2.3.	2.4.

- 19 **Zadanie 3.** Usłyszysz dwukrotnie tekst informacyjny o muzeum. Na podstawie informacji zawartych w nagraniu uzupełnij luki (3.1.–3.5) w poniższej notatce. Luki należy uzupełnić w języku angielskim. (0–5)

MUSEUM OF THE HISTORY OF TECHNOLOGY

- On Sunday, the museum is open from **3.1.** _____ to 6 pm.
- The price of the family ticket is **3.2.** _____.
- Visitors to the museum like **3.3.** _____ best.
- This week, the topic of the film is **3.4.** _____.
- You can get some souvenirs from the shop near **3.5.** _____.

Znajomość funkcji językowych

- 20 **Zadanie 4.** Usłyszysz dwukrotnie cztery wypowiedzi (4.1.–4.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. As soon as you're ready.
B. I'd love to. Then I won't have to walk so late.
C. Sure, just tell me what you need.
D. I'm afraid I've lent it to my brother.
E. I don't know. Look it up in the dictionary.

4.1.	4.2.	4.3.	4.4.

- Zadanie 5.** Dla każdej z opisanych sytuacji (5.1.–5.4.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C. (0–4)

- 5.1. Powiedz koledze/koleżance o zakazie korzystania z telefonów komórkowych w twojej szkole.
A. We mustn't use mobile phones.
B. We don't have to use mobile phones.
C. We needn't use mobile phones.
- 5.2. Zapytaj, czy koleżance podoba się jej prezent urodzinowy.
A. Would you like a birthday present?
B. How do you like your birthday present?
C. What is your birthday present like?
- 5.3. Poinformuj koleżankę, że już kupiłeś/kupiłaś bilety na koncert.
A. I'd like you to buy the tickets for the concert.
B. I could buy the tickets for the concert.
C. I've already bought the tickets for the concert.
- 5.4. Nie rozumiałeś/zrozumiałaś, o co zapytał nauczyciel. Co powiesz?
A. Do you understand?
B. Could you say it again, please?
C. Can I repeat it?

- Zadanie 6.** Uzupełnij dialog. Wpisz w każdą lukę 6.1.–6.4. brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst. Luki należy uzupełnić w języku angielskim. **Uwaga!** W każdą lukę możesz wpisać maksymalnie trzy wyrazy. (0–4)

- X: Good morning. I've come to see Doctor Smith.
Y: **6.1.** _____, please?
X: I'm Mike Higgins.
Y: **6.2.** _____ is your appointment?
X: Eleven forty five, I think.
Y: Let me check. That's right. When **6.3.** _____ visit, sir?
X: About half a year ago.
Y: I see. Please, have a seat in the waiting room. I'll **6.4.** _____ when the doctor can see you.
X: Thank you.

Rozumienie tekstów pisanych

Zadanie 7. Przeczytaj teksty. W zadaniach 7.1.–7.4. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zakreśl jedną z liter: A, B albo C. (0–4)

< ✉ New message

From: Mandy ⊕ ⊗
To: Jane ⊕ ⊗
Subject: Meeting ⊕ ⊗

Hi Jane,

When we last met at the theatre, we talked about the film festival that starts next Saturday.

You said you'd like to see it. I've got two tickets for the opening ceremony. It starts at 7 pm. Would you like to go there with me? We could meet at 6:30 in front of the coffee shop.

Mandy

7.1. Mandy invites Jane to the

- A. theatre.
- B. cinema.
- C. coffee shop.

Help wanted at a small
sweet shop!

Come and join us!

Minimum one year experience
is a must.

Working hours:

Monday – Friday: 5 pm – 8 pm

Saturday – Sunday: 10 am – 6 pm

Earn €10/hour



7.2. The job offer is for someone who

- A. has no experience.
- B. is prepared to work at weekends.
- C. would like to earn more than €10/hour.

Brian,
I've just had a phone call from Jasmine. She needs the notes I took during the last maths lesson. The problem is that she's twisted her ankle, and I've caught the flu. Could you, please, pick up my notebook on your way home and give it to Jasmine?

John

7.3. John is writing to Brian to

- A. remind him to return his notebook.
- B. tell him about his maths lesson.
- C. ask him to help Jasmine.

Saturday, 15th September

Ms. Snail is wonderful! She finally agreed to go with us. I can't believe we're leaving next week! No school, no tests, just fun for two days. I've already packed my backpack. I only need a pair of sports shoes and a swimming suit. I've heard there's a pool in the hotel, so I hope somebody will teach me to swim. I just can't wait. I'm sure I'll have a great time with my mates.

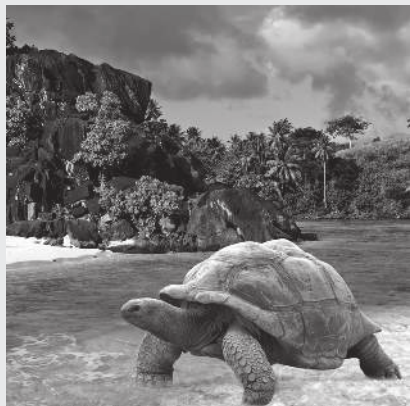
7.4. The text is about

- A. a class trip.
- B. sports training.
- C. a summer camp.



Zadanie 8. Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

THE GIANT TURTLE



It is a well-known fact that people in China see the turtle as a supernatural creature with magical powers. To Chinese fishermen it is also a symbol of survival. **8.1.** ____

A Chinese fishing boat had sailed out to catch fish in the South China Sea. When they pulled their nets back, the fishermen noticed the turtle among the fish. **8.2.** ____

Zoological experts, who arrived there immediately, examined it. To their surprise, the turtle weighed 160 kilograms, and its shell measured a meter. **8.3.** ____

It was about 260 years old! The fishermen were filled with respect. 'It is the gods who sent us this turtle,' they said. 'We're going to set it free as quickly as possible.' **8.4.** ____ They believed that if they sent it back to the sea, they would share its magical powers. So, three days later they let the turtle free.

- A. After returning from sea, they put it in one of the pools in the port.
- B. However, the experts' most shocking discovery was its age.
- C. So you can imagine their excitement when one day a giant turtle was found.
- D. The reason for doing this was very simple.
- E. But they decided to close the animal in the cage.

Zadanie 9. Przeczytaj tekst. Odpowiedz na pytania 9.1.–9.4. zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. (0–4)

Gift

One day, an 11-year-old boy, Trevor Ferrell, watched a TV news special about the poor and homeless people who lived on the streets of Philadelphia. He could not believe that there were people who needed help in such a big city. Trevor wanted to do something more than just feel sorry for the poor. The following night, the boy took a blanket from his bed and asked his parents to drive him from their suburban home into the city centre.

The family drove around the streets until they found a homeless man on the sidewalk. Trevor gave him his blanket. The man was very grateful for the gift. The boy came again to the same place two nights later and brought his mother's old clothes. He gave them to a woman who thanked him with a big smile.

Trevor's parents drove him to the city night after night. He took clothes his family didn't need and gave them to the poor. Soon, he and his parents set up a shelter for homeless people. The news of Trevor's 'mission' spread in Philadelphia. People started donating clothes, blankets, and money to the shelter. One person even offered to carry sandwiches and hot meals in his van.

9.1. Where did Trevor learn about the poor people from?

Trevor learned about the poor people from _____.

9.2. Who did Trevor go to the city centre with?

Trevor went to the city centre with _____.

9.3. What things did Trevor give to the homeless people?

Trevor gave the homeless people _____.

9.4. What did Trevor inspire other people to do?

Trevor inspired other people to _____.

Zadanie 10. Przeczytaj teksty 1. i 2. Uzupełnij luki 10.1.–10.3. w e-mailu do Colina. Luki należy uzupełnić w języku angielskim. (0–3)

Tekst 1.

Science Museum Shows – Live Demonstrations!!!

Energy in action

Weather wonders

Science is Magic (earlier booking recommended)

Monday: closed

Tuesday – Sunday: 9 am – 6 pm

Admission: Adults: **£20.00** Children: **£12.00**

Book the tickets online three days before visiting the museum, and you'll save £3 per ticket.

www.seesciencemuseumshows.co.uk

Tekst 2.

From: Cathy ⊕ ⊗
To: Kuba ⊕ ⊗
Subject: SMSShows ⊕ ⊗

Hi Kuba,
As you know, I have always wanted to visit the Science Museum. I went there last Friday with my family. We saw all the shows except for 'Science is Magic'. The reason? All the tickets for this show were sold out. The museum is great! I also spent a lot of time in the gift shop. It's like another museum. They have a big selection of different souvenirs from pens and mugs to simple scientific equipment. I bought magnetic balls. Why don't you visit the museum one day? It's amazing.
Take care,
Cathy

From: Kuba ⊕ ⊗
To: Colin ⊕ ⊗
Subject: SMSShows ⊕ ⊗

Hi Colin,
Cathy has just given me an idea how we could spend next weekend. She went to the Science Museum. She says the museum is really worth visiting. She saw all the shows except for 'Science is Magic' because there weren't any **10.1.** _____.
Cathy says there are lots of things to buy in the gift shop. She chose **10.2.** _____ for herself. If we decide to go there, we should book the tickets online tomorrow. This way we'll pay **10.3.** _____ less for each ticket. What do you think?
Take care,
Kuba

Znajomość środków językowych

Zadanie 11. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

A.	B.	C.	D.	E.	F.
spent	journey	took	say	road	tell



A black and white photograph of a family of three in a grocery store. A man in a plaid shirt is holding a large orange, showing it to a young boy who is standing next to a shopping cart. A woman stands behind the boy, smiling. The shelves are stocked with various fruits, including oranges and apples.

Zadanie 13. Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką (13.1.–13.4.) tak, aby zachować sens zdania wyjściowego. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyraz już podany. (0–4)

If I were you, _____
more colour in my drawings.

I'm very sorry, but I can't visit you in London.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Rozumienie ze słuchu

21 Zadanie 1. Usłyszysz dwukrotnie trzy teksty. W zadaniach 1.1.–1.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C. (0–3)

1.1. How much is the sweater today?

- A. £30
- B. £20
- C. £24

1.2. What is the man's address?

- A. 58, Chitham Street
- B. 58, Cheetham Street
- C. 58, Cheetam Street

1.3. The girl is talking about

- A. the present she got.
- B. the problem she has.
- C. the gift she had to return.

22 Zadanie 2. Usłyszysz dwukrotnie wypowiedź nastolatka. W zadaniach 2.1.–2.3., na podstawie informacji zawartych w nagraniu, z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B albo C. (0–3)

2.1. After the boy woke up yesterday, he

- A. took a hot shower.
- B. had a big breakfast.
- C. left the house in a hurry.

2.2. The boy finally got to school

- A. by bus.
- B. on foot.
- C. by bike.

2.3. The boy is talking about

- A. a typical day in his life.
- B. an unlucky morning.
- C. his problems at school.

23 Zadanie 3. Usłyszysz dwukrotnie cztery wypowiedzi na temat kieszonkowego. Na podstawie informacji zawartych w nagraniu, dopasuj do każdej wypowiedzi (3.1.–3.4.) odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

This speaker

- A. uses his/her pocket money to get more expensive stuff.
- B. spends half of the pocket money he/she gets.
- C. gets no pocket money at all.
- D. starts spending pocket money after he/she saves some.
- E. saves all his/her pocket money.

3.1.	3.2.	3.3.	3.4.

24 Zadanie 4. Usłyszysz dwukrotnie rozmowę Emili z mamą. Na podstawie informacji zawartych w nagraniu, odpowiedz krótko na pytania 4.1.–4.4. Na pytania należy odpowiedzieć w języku angielskim. (0–4)

4.1. What's for lunch today?

4.2. What time does the mother want to serve lunch?

4.3. What does the mother suggest for dessert?

4.4. How many apples must Emily buy?

Znajomość funkcji językowych

25 Zadanie 5. Usłyszysz dwukrotnie cztery wypowiedzi (5.1.–5.4.). Do każdej z nich dobierz właściwą reakcję (A–E). Wpisz rozwiązania do tabeli. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. (0–4)

- A. I don't know yet. Maybe I'll play tennis.
- B. Every afternoon if I have time.
- C. Sorry, I can't. I have to read a book.
- D. Of course. I'll read it tomorrow.
- E. No, but I'd like to learn.

5.1.	5.2.	5.3.	5.4.

Zadanie 6. Dla każdej z opisanych sytuacji (6.1.–6.4.) wybierz właściwą reakcję. Zakreśl jedną z liter: A, B albo C. (0–4)

- 6.1. Kolega z Londynu pyta cię, jaka jest w Polsce pogoda zimą. Co mu powiesz?
- A. I like a lot of snow.
 - B. It'll start raining soon, I think.
 - C. It's rather cold and sometimes snowy.
- 6.2. Jesteś w barze w Londynie. Zamów coś do jedzenia.
- A. I sometimes eat fish and chips.
 - B. I would like fish and chips, please.
 - C. I can prepare fish and chips.
- 6.3. Zapytaj kolegę o opinię na temat obejrzanego filmu.
- A. Which film was the best?
 - B. What was your favourite film?
 - C. How did you like the film?
- 6.4. Chcesz zaprosić przyjaciół na przyjęcie. Co powiesz?
- A. It would be great if you came to my party.
 - B. I like inviting people to my parties.
 - C. I'd like to thank you for your invitation.

Zadanie 7. Uzupełnij dialog. Wpisz w każdą lukę (7.1.–7.3.) brakujący fragment wypowiedzi tak, aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. (0–3)

X: Whose book is this?

Y: It's mine. Why are you asking?

X: I've always wanted to read it.

7.1. (**borrow**) _____ it?

Y: I'm afraid not. I've promised to lend it to Jack as soon as I finish reading it.

X: That's OK.

Y: Why 7.2. (**wait**) _____ till Jack finishes reading it?

X: Sure.

Y: I 7.3. (**tell**) _____ when I get the book back.

X: Thanks.

Rozumienie tekstów pisanych

Zadanie 8. Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (8.1.–8.4.) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać logiczny i spójny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. (0–4)

My first balloon flight

I had always wanted to fly in a hot-air balloon. My dreams came true on my last birthday. While wishing me happy birthday, my parents gave me a ticket for a balloon flight. I was so excited that I couldn't wait to get to the airfield.

8.1. ____ They introduced themselves and explained the basics of ballooning. They were warm, friendly, and funny, so I felt relaxed. The pilots divided us into groups, and we went to watch how they were preparing the balloons.

8.2. ____ It was very comfortable and divided into sections. We sat on the benches in the section for the passengers while the pilots took their seats in a separate place. The balloon was ready to go up.

8.3. ____ He was probably afraid of heights. The pilots decided that this person shouldn't fly and helped him out of the balloon. Soon, the balloon went up. The pilot reminded us to relax and take photos. The views were amazing. We flew over forests, lakes, and villages.

8.4. ____ We did the same.

At the end of the flight, I started thinking about the next one. It was a wonderful experience for me.

- A. After they were filled with air, the pilots told us to get into the basket.
- B. The local people waved to us while we were passing by.
- C. During the flight we felt safe because the pilots were experienced.
- D. However, just before the balloon took off, one of the passengers felt unwell.
- E. When we arrived there, we met a group of other passengers and the pilots.

Zadanie 9. Przeczytaj teksty na temat uczenia się oraz zdania 9.1.–9.4. Do każdego zdania dopasuj właściwy tekst. Wpisz rozwiązania do tabeli. Uwaga! Jeden tekst pasuje do dwóch zdań. (0–4)

Learning alone or in a group?

A. When I revise for a test, I prefer to study on my own. This is because I don't like anybody to disturb me, which often happens in a study group. However, I never say 'No' when other students ask me to explain something to them. I know that by teaching others, I also prepare for tests or exams.

B. I like to study alone but review in a group. First, I have to learn as much as possible myself. Then, when I get into a group, I can discuss any questions I have. But studying in groups is not always good. It's because sometimes one person starts discussing something else, and the whole group ends up chatting about their dogs or what film they saw last night.

C. I usually study on my own. I just feel that I can concentrate better then. But sometimes, studying alone causes a problem as I forget something and I can't find the information in my notes. Then I meet with other students, and they share their notes with me. That's why I always choose the people to learn with wisely. I must be sure they will help me.

Which person

9.1.	selects a study group carefully.	
9.2.	helps other students to learn.	
9.3.	is against useless talking.	
9.4.	studies in a group only when he/she needs to.	

Zadanie 10. Przeczytaj teksty A. i B. Na ich podstawie w zadaniach 10.1.–10.3. wybierz poprawną odpowiedź i zakreśl jedną z liter: A, B lub C. Następnie uzupełnij luki 10.4.–10.6, zgodnie z treścią przeczytanych tekstów. Luki należy uzupełnić w języku polskim. (0–6)

Tekst A.

“Ice Princess” – storyline

Casey Carlyle is a very talented high school student. She dreams about getting a scholarship at Harvard University. However, to get there, she must present a scientific project. She decides on a project about physics. While watching a figure skating competition, Casey realises that this sport, which she used to practise as a little girl, could make a perfect project. She decides to start training skating again and improve her skills by using her knowledge of physics.

Casey becomes a better skater and helps other junior skaters to improve their skating. At the same time, she finds it hard to choose between her Harvard plans and her growing love for skating. Casey’s mother tries to stop her from skating because of her problems with studying.

Soon, Casey decides to take part in a skating competition, but her mother refuses to watch her skate. During the competition, Casey falls. Suddenly, she sees her mother in the audience and, inspired by her presence, gives an excellent performance. The competition ends with Casey becoming the runner-up. Her love for figure skating helps her make a decision about her future in skating.

- 10.1.** From the first paragraph we learn that Casey wanted to
A. improve her knowledge of physics.
B. take part in figure skating competitions.
C. become a student at a famous university.
- 10.2.** Casey’s mother was against her skating training because Casey
A. was doing worse at school.
B. wasn’t making any progress at skating.
C. decided not to study at Harvard.
- 10.3.** The text is about
A. a successful return to sport.
B. a dream that finally comes true.
C. the good sides of doing a sport.

Tekst B.

Enjoy a winter experience at Arena Ice Rink

When:

Monday – Sunday, 8:30 am – 9:30 pm
 Monday mornings – the least crowded times

Admission:

adults: \$25
 students: \$15

Ice Skating Lessons:

half-hour private lessons: \$50 per person

Rentals:

skate rentals: \$12

Cześć, Agata, ostatnio mówiłaś mi,
 że chcesz obejrzeć jakiś fajny film.

Mhm... Co polecasz?

„Księżniczkę na lodzie”.

A to ciekawe. Widziałam na plakacie, że
 właśnie wchodzi do kin. Oglądałaś go już?

Nie, ale czytałam jego recenzję. Główna
 bohaterka chce dostać się na Harvard,
 ale ostatecznie postanawia zająć się
 łyżwiarstwem, które uprawiała

10.4. _____.

Brzmi fajnie. Pójdę na niego z siostrą do kina.
 A może my wybierzemy się na lodowisko?

Chętnie. O której?

Może **10.5.** _____?
 O tej porze jest mało ludzi.

OK, ale moje łyżwy są na mnie za małe.

To wypożyczysz łyżwy na miejscu.
 To kosztuje **10.6.** _____.

Super pomysł.

Znajomość środków językowych

Zadanie 11. Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które są poprawnym uzupełnieniem luk 11.1.–11.3. Wpisz odpowiednią literę (A–F) obok numeru każdej luki. Uwaga! Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. (0–3)

A. came
B. work
C. watch
D. thing
E. walked
F. look

IS IT ART?

Seventeen-year-old Khayatan decided to play a joke on art-lovers. He wanted to test the theory that people 11.1. _____ at anything they see in an art gallery and try to interpret it. When he was at the San Francisco Museum of Art, he left a pair of glasses on the floor to see how the museum-goers would react to the new exhibit. Then he 11.2. _____ away. After a few seconds, people started gathering around the 'exhibit.' They took ordinary glasses for a 11.3. _____ of modern art. They even started to take pictures, so Khayatan took pictures of the people who admired his 'art.'

Zadanie 12. Przeczytaj tekst. Wybierz poprawne uzupełnienie luk 12.1.–12.4. Zakreśl jedną z liter: A, B albo C. (0–4)

A surprise

While the builders were pulling down a chimney of an old house, they found something that surprised them. It was a letter, in 12.1. _____ seventy years earlier a boy had asked Father Christmas for some things. The boy had put the letter in the chimney, but Father Christmas never got it because the letter 12.2. _____ there. One of the builders posted it on Facebook. Soon, an elderly man who had been that little boy contacted the builders. They decided 12.3. _____ him all the presents he dreamed of when he was a boy. The builders also realised that these days children ask for 12.4. _____ more things than children used to in the past.

- 12.1. A. that B. which C. whom
12.2. A. had stayed B. has stayed C. stays
12.3. A. give B. giving C. to give
12.4. A. many B. much C. a little

Zadanie 13. Uzupełnij zdania 13.1.–13.4.

Wykorzystaj wyrazy podane w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli to konieczne – dodać inne wyrazy tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane. (0–4)

- 13.1. Who (you / wait) _____
_____ now?
13.2. (Peter / book) _____
_____ are in his bookcase.
13.3. Mary (enjoy / play) _____
_____ badminton when she was a little girl.
13.4. (not / touch) _____
_____ this pot, please.
It's very hot.

Wypowiedź pisemna

Zadanie 14. (0-10)

Twój brat wyjeżdża do pracy do Londynu.

W e-mailu do kolegi z Wielkiej Brytanii:

- napisz, jaką pracę brat będzie wykonywał i jakie będą jego obowiązki;
- wyjaśnij, dlaczego zdecydował się podjąć pracę za granicą;
- zaproponuj koledze spotkanie z bratem.

Napisz swoją wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń swoją wypowiedź w każdym z trzech podpunktów tak, aby osoba, która nie zna polecenia w języku polskim, uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 50 do 120 słów (nie licząc wyrazów podanych na początku i końcu wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji, spójność, bogactwo językowe oraz poprawność językowa.

Hi Brian,

Guess what! My brother Tomek has found a job in London.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sekcja Listening – zapis nagrań

Unit 9

Ex1/p13 (track 01)

- Rebecca:** We have only got two months left before the performance, Tom. It's about time to start practising for the play.
- Tom:** You're right, Rebecca. Miss Cooper promised to help us and be the director, but we aren't ready with the cast yet, are we? Do we know for sure who's going to play each part?
- Rebecca:** Not really. I mean, Phil volunteered to play the leading part.
- Tom:** Great! He's going to be the perfect prince.
- Rebecca:** Indeed, and he's already started learning his lines.
- Tom:** How about the king and the queen? Has Gina agreed to play the part of the queen? The last time I saw her, she wasn't sure whether she would participate in the play at all.
- Rebecca:** Well, she is going to do it with us, but she would rather be a witch.
- Tom:** Sounds fine to me. I think she'll do really well as a witch. What do you say?
- Rebecca:** I don't mind. I could be the queen if everyone agrees.
- Tom:** Great! I'll be the king then and we're all set. I'll let Miss Cooper know.

Ex2&3/p13 (track 02)

1

I can't say that television plays a crucial part in my life. I definitely don't treat it as a source of information – if I want to know what's going on in the world, I buy a newspaper. So I don't watch TV that often. But when I do, it's always for fun – to watch the 345th episode of some soap opera or have a good laugh during a sitcom.

2

I've never watched much TV. I don't like most of the programmes. If I want to do something for entertainment, I listen to the radio. But I think television is useful in one particular way – it gives me all the news about the world that I'm interested in. Within just half an hour in the evening, I'm updated and know what's going on.

3

You may find it surprising, but I have no TV at home. Yes, you heard me! I got rid of it two years ago because I didn't find the information it gave reliable or the entertainment it offered amusing. But things used to be different. I used to be a TV addict, you know, watching TV seven hours a day. Luckily, I realised just in time that it was simply a waste of time.

4

Perhaps television used to be a good source of information and enjoyment, but it no longer is. What they keep showing is poor entertainment and unreliable news. All you can see is silly game shows with celebrities and fighting politicians. I feel like the quality of television goes down regularly and don't believe anything is going to change for the better.

Unit 10

Ex2/p19 (track 03)

Attention all students!

There have been some changes in the timetable for sports day. Just to remind you – the sports day is this Friday, which means we are not following the regular timetable. You can ask your form tutor in case you've forgotten the details. Anyway, the changes refer to three of the events on that day. The volleyball competition is going to take place one hour before it was planned, that is at 10 o'clock. It's because the swimming race is off – we can't organise it because of some repair works at the pool. Because of all these changes, the tennis match has been moved from ten to twelve o'clock.

The information is particularly important to those of you who signed up for more than one event. Unfortunately, you may not be able to take part in all of them. If you need to check that – contact Mr Jones – the PE teacher, who is the coordinator of the timetable on that day. See you all on Friday!

Ex3/p19 (track 04)

Girl: How did the match end last night, Dad? I was so tired that I just went to bed after the first half.

Dad: What was the score when you were still watching?

Girl: 1:1, I guess.

Dad: Well, thirty minutes later everybody thought that the match was going to end in a 1:1 draw. But then Walker scored another goal and that's how we took the lead.

Girl: Wow! Looks like I missed the best part.

Dad: You did! And for a moment I thought we would win 3:1, but Stevens missed a penalty kick. Luckily, we won anyway.

Unit 11

Ex1/p25 (track 05)

- Jim:** Hi, Beth. Are you feeling any better? You didn't look too good yesterday at school.
- Beth:** Well, it's not as terrible as yesterday, but I'm still pretty sick. I can't see any major improvement, you know.
- Jim:** What's the matter?
- Beth:** I've got a headache, a fever and a sore throat, and a pretty bad cough. Mum says it must be flu and she is making me see a doctor.
- Jim:** She might be right – five students from our class are at home with flu. I hope I won't be next. Anyway, have you got an appointment yet?
- Beth:** Yes, I'm going tomorrow, at noon I think. But no matter what the doctor says, Mum has already told me I'm not going to school this week.
- Jim:** Lucky you! You won't have to do the history test on Thursday.
- Beth:** Yeah, but I also won't go to Susan's birthday party on Friday, which makes me mad.
- Jim:** Well, I'll visit you at the weekend and tell you all the details. Unless, of course, I fall ill myself ...

Ex2/p25 (track 06)

I've never led a healthy lifestyle, but it didn't use to be a problem. I could eat as much as I wanted and spend free time on the couch, watching TV. Unfortunately, I've recently noticed some alarming symptoms. First of all, I noticed I often had nosebleeds, although nobody had hit me. Also, I've suffered from sleeplessness and stayed awake until 1 am. And then, in the morning, I had terrible headaches. I went to a doctor to get a prescription for some painkillers. He examined me and checked my blood pressure. Then he said my condition was rather bad and threatened me with obesity – he said I would get really fat if I didn't do anything about my habits. I must say I got scared and I feel I need to change something. What should I do?

Unit 12

Ex1/p31 (track 07)

1

In my family, everyone has got their own laptop and uses the Internet a lot. Recently, my parents have decided that we no longer need a TV set because all of us prefer watching TV programmes online. So, they have got rid of the TV set and, instead of paying for cable TV each month, we all subscribe to our favourite online channels. No more arguments about the remote control!

2

I'm a really keen Internet user. Too keen, perhaps. It was a real shock to me when I realised some time ago that I actually spent about five hours each day surfing the Web. I was afraid of becoming addicted to the Internet and so I promised myself not to spend more than two hours online each day. I'm trying to be strict about that, which isn't always easy, but it's still much better that way than the alternative.

3

I've been a keen Internet user ever since I was at primary school. But until two or three months ago, it had mainly been online games for me. Now, however, I no longer waste my time playing games as I've become interested in learning to write computer programs. So, I read a lot about programming languages, like C++ or visit online forums to talk to people about computer programming.

4

Honestly, the Internet is one of the most useful things in today's world and I can't imagine my life without it for a number of reasons. I can use it to find information for school, communicate with people, watch films or play online games. The thing is, that it's very difficult for me to control how long I spend online each day and I'm afraid I'm beginning to depend on using the Internet too much.

Ex3/p31 (track 08)

1

- Girl:** Dad, have you thought about my birthday present yet?
- Dad:** Well, I have a few ideas, why?
- Girl:** I was thinking you might get me a new PC.
- Dad:** Really? I thought you would prefer a laptop.
- Girl:** I don't need a new laptop. The only problem with the one I have is too little space on the disk, so I just need to buy that. I can even get an extra flash drive myself, I saved some of my pocket money. But my PC is so outdated – we bought it ages ago. I can still do basic operations on it, but it's so slow – it takes about ten minutes to start up.
- Dad:** But other than that everything works, right?
- Girl:** Well, it has crashed a few times recently. I don't think any of the parts needs repairing, but I could definitely use a new hard drive. Also, when Mark takes my laptop to his computer class, I need something to work on.
- Dad:** Do you need everything? I mean the mouse, the keyboard, screen and all that?
- Girl:** No, the computer with the hard disk and the screen would be enough. It could even stand here in the living room if you don't want me to browse the Net for too long.
- Dad:** OK, I'll see what I can do.
- Girl:** Thanks, Dad!

Unit 13

Ex1/p37 (track 09)

- Boy:** Guess what! My parents have bought me a new pet.
- Girl:** What is it, Matt? I thought you already had one terrarium in your bedroom.
- Boy:** I sure do! My pet snake lives in it. This time I got a frog! With a new terrarium and some plants and branches inside.
- Girl:** It's disgusting! Wasn't the snake enough for you? Why do you need another animal at home?
- Boy:** I just like watching them eat and sleep. And it's definitely not the last one I'm going to buy. I'd like to get a lizard now.

Ex3/p37 (track 10)

When I was younger, I didn't do much to protect the environment and it wasn't important to me at all. In fact, I couldn't care less. But it all changed with one school project I did last month. Some students from university came to our geography class to talk to us about air pollution and it changed my thinking completely. I started sorting rubbish and began recycling wherever I can. I also stopped wasting water. I realised that if we don't take care of our planet, we may have serious problems sooner than we think. For example, we may run out of water, and this is really scary for me.

Unit 14

Ex1/p43 (track 11)

- Girl:** Have you thought about that project for social studies, Tim?
- Boy:** Just remind me, Fiona – it has to be some social problem, right?
- Girl:** Yes, and we need to make a poster about it.
- Boy:** That's easy! I'm going to go to the computer lab today after lessons and download some photos from the Internet showing homeless people and that will do!

- Girl:** Well, I suppose most students will choose homelessness or unemployment and just use some photos from the Net. I was actually thinking of something more original, so I've chosen road safety and I'm planning to make a really cool poster with a catchy slogan.
- Boy:** I like your idea! Let's do it together!
- Girl:** We can't! Miss Robins says it has to be individual work. Anyway, I already have the first draft. Come on, I'll show you. It's on my desk. What do you think?
- Boy:** Well, it's OK, but I'd do it differently. In my opinion, there should be fewer words and more pictures. I think the message should be clear the moment you look at the poster, you know.
- Girl:** Well, I guess you're right.

Ex2/p43 (track 12)

I know that in many schools bullying is a huge problem. Luckily, in my school there haven't been any cases among pupils. What does happen quite often, however, is peer pressure. Last week, for example, Matt, the coolest boy in our class, told me and my friend that everyone was going to skip school. We wanted to stay at school, but he said 'Come on! We're all cutting maths. Come with us to the shopping centre instead.' So we did. We didn't want to spoil the fun for everyone. It wasn't the first time my classmates had made me do something I didn't want to do. But it's not like we are breaking the law or anything, we only disobey some rules. Once, I lied to the teacher about homework. I always feel sorry afterwards and tell my parents about everything and, so far, they've been quite understanding. Perhaps they still remember their time at school when they wanted to be popular. Anyway, I think it's important to draw a line between harmless behaviour and some serious stuff like making someone try cigarettes or hurting others. I would never do anything like that!

Zestawy egzaminacyjne – zapis nagrań

Zestaw egzaminacyjny 1

Zad. 1./p58 (track 13)

1.1.

- Girl:** Alan, are you going to Helen's party on Saturday?
- Boy:** Sure. And you?
- Girl:** I'd love to, but my parents are going away, and there's nobody to drive me there.
- Boy:** I'm going by bike. Why don't you join me?
- Girl:** Mine is broken, unfortunately.
- Boy:** We'll take a bus then. I'll check the times.
- Girl:** Great idea. Thanks.

1.2.

- Boy:** Have you got a pet, Ann?
- Girl:** No, but I'd love to have one. I used to have a goldfish when I was six.
- Boy:** Why don't you buy a dog, for example? Dogs are friendly animals.
- Girl:** You're right, but we travel a lot, and we can't take a dog everywhere we go.
- Boy:** I see. How about a hamster? I can take care of it when you're away.
- Girl:** Thanks Alex. I'll talk to my parents then.

1.3.

- Boy:** Hi Susan. What are you doing here? Shouldn't you be at school now?
- Girl:** No, I always have fewer classes on Wednesdays. So this gives me the time to go to the gym. Today it's closed, so I've decided to buy a book for Tom for his birthday.
- Boy:** That's funny. I also want to buy him a book.
- Girl:** Do you know what books he likes?
- Boy:** Not really. There's a salesperson over there. Let's ask her for advice.

1.4.

Hi Lucy. It's Kate. I went to my skating training yesterday, and I met – you'll never guess who – Mrs. Kirkby! Remember her? We had biology classes with her three or four years ago. I'm sure you couldn't forget her. She took your mobile during the final test. I didn't know that she is also a skating instructor. And do you know what? She is fantastic on the rink.

Zad. 2./p58 (track 14)

2.1.

I got a puppy for my birthday. It's full of energy, and it runs a lot. So, I was worried before our first visit to the vet last week. I thought it would be hard to keep him in one place. But I was really nicely surprised. When we came into the vet's room, he was so calm. He didn't even move when the vet gave him an injection.

2.2.

Last week my cat got sick. I took him to the vet. He was very weak. I carried him into the vet's room and put him on the table by the window. After a while, the vet came in with another patient – a big dog which looked aggressive. My cat got so frightened that he just jumped out of the open window. I found him in the park two hours later.

2.3.

Last month, I had a problem with my parrot, Dolly. She seemed weak. She slept in her cage all day long. I took Dolly to the vet because I thought she was ill. But surprisingly at the vet's my parrot became full of energy. She started flying around the room. I was afraid she could escape. Luckily, I managed to catch her. The vet told me that my parrot wasn't ill at all. Like every bird, she needed to fly from time to time.

2.4.

My old dog Max has been to the vet many times. He was always quiet and did not even mind injections. But I got really shocked

last Friday. We had to visit the vet because our neighbour's dog had hurt Max's ear. The doctor touched it to see what was wrong. At that very moment, Max barked and bit her hand. Can you believe it? I couldn't believe it was my good quiet dog.

Zad. 3./p59 (track 15)

Man: Hello, listeners. Our guest today is a teenage painter, Laura Brown. Tell us how you got started?

Girl: Art has been in my life since I can remember. My mum, who loves painting, took me to a museum for the first time when I was only four. I took art seriously at about eleven. Then, my parents bought me a set of brushes and paints. That was the beginning of it all.

Man: What did you enjoy painting most as a child?

Girl: When I was younger, I used to paint animals, mainly horses and dogs. Then, one day I painted a portrait of my sister, and everybody loved it. Now, I'm painting only people. My work shows how I see them.

Man: How often do you paint?

Girl: Well, I know I should paint more than I do, but I have a weekly plan. You can find me in my little studio every day except for Saturday and Sunday. At weekends, I meet my friends.

Man: You started painting with watercolours and acrylic paints, didn't you?

Girl: That's right. But I'm also using oil paints which I like most.

Man: Where do you hope your art will take you?

Girl: It's difficult to say. I'm full of surprises. I'd like to have my own art gallery. I'm going to have an exhibition in December. That's what I have the most fun with now.

Zad. 4./p59 (track 16)

4.1.

Do you enjoy playing basketball?

4.2.

Where do you like spending your summer holidays?

4.3.

What do you think about computer games?

4.4.

Shall we revise for the test together?

Zestaw egzaminacyjny 2

Zad. 1./p64 (track 17)

1.1.

Girl: Jim! You've dropped something!

Boy: Oh! That's my family photo.

Girl: Can I have a look at it?

Boy: Sure!

Girl: Wow! You have a big family.

Boy: Yes. There are my parents in the middle. On the left, there's my brother, Jack. On the right, you can see my sisters, Ann and Barbara, and me.

Girl: Lucky you! You've got someone to play with. I'm an only child.

1.2.

Girl: I absolutely love my room. It's not big, but it's very cosy with many potted flowers. The walls are white, which makes the room look bigger than it is. I've got a sofa in the corner and a wooden bookcase next to it. In the middle of the room, there's a big table. My parents are going to replace it with a small desk. They've ordered one already. Mum would also like to buy me a new armchair, but I'd like to keep the old one. It's so comfortable.

1.3.

Woman: I'm afraid we've got lost.

Boy: Let's stop the car, Mum, and ask the way.

Woman: Good idea. There's a car park over there.

Boy: Why don't we stop at the petrol station instead?

Woman: OK. I'll fill the tank and ask the directions, and you can get me something to drink.

Boy: Fine. And a Coke for me, OK?

1.4.

Hi George. It's Julie. When we last met, I gave you Richard's address. After I got home, I checked his address again. It's not Clifton 16, but Clifton 66, double six. Sorry. It was my fault.

Zad. 2./p64 (track 18)

2.1.

When I decided to start jogging, I bought a pair of good running shoes. At the beginning, my biggest problem was that I couldn't catch my breath while running and my feet hurt. I had to stop from time to time and then walk for a short while before running again. After several weeks, I ran longer distances. I also ran faster than other runners.

2.2.

Some people jog with their friends to spend time together in different places and at different times. I don't. I needed a strict jogging plan. I had to decide exactly when, where, and for how long to run. I tried running at different times. Finally, I decided on an early evening, that's six to seven. I ran in the park, but it became boring, so I made up my mind to run along the main street. My plan worked out fine.

2.3.

My friendship with jogging started last year when my brother gave me a T-shirt, shorts, and special socks for my birthday. I bought a pair of running shoes. Then I went outside and ran. When I returned home after my first run, I had a terrible pain in my legs. I immediately fell on the sofa. Why? I didn't warm up and didn't start running with a short distance.

2.4.

For the first week, I just walked more than I jogged. Then I walked less and jogged more. After five weeks, I could run one mile without stopping. I wasn't jogging fast. I just wanted to run a certain distance. After another two weeks, I started working on my speed. Unfortunately, one day I slipped and hurt my knee. I couldn't run for a week, but now I'm back on the track.

Zad. 3./p65 (track 19)

Dear guests. Welcome to the museum of technology. We are open every day from 10 am to 6 pm, except Sundays, when opening hours are shorter, from 11 am to 6 pm. Tickets cost £6 for adults and £3 for children. But, if you come with your parents, you can buy one family ticket for only £10. In our museum you can see many pieces of electrical equipment and devices that people produced in the past. Among them, there are old radios, gramophones, TV sets, and old-fashioned kitchen equipment. The most popular exhibit in our museum is the oldest Ford car. I am sure you'll find it interesting because you can even get into it. Another attraction is the cinema on the first floor. We show 3D films about the greatest inventions and inventors. There is a different film every week. This week, we are showing a film about the history of the computer. Don't miss it! And finally, please visit our souvenir shop. It sells postcards, key rings, and toys. You can find the shop near the exit. I hope you'll enjoy your visit to our museum.

Zad. 4. /p65 (track 20)

4.1.

Can I borrow your dictionary?

4.2.

Would you like my brother to drive you home?

4.3.

When can we go for a walk together?

4.4.

What does this word mean?

Zestaw egzaminacyjny 3

Zad. 1./p70 (track 21)

1.1.

Man: Excuse me. How much is this sweater?

Woman: It's thirty pounds.

Man: Is there any discount on it?

Woman: Oh, it's twenty percent off the price today! That's 24 pounds.

Man: Can I try it on?

Woman: Sure, the changing room is in the back.

1.2.

Woman: Green Line Taxi. Can I help you?

Man: Yes, I'd like to order a taxi.

Woman: Sure, but you must wait about 10 minutes.

Man: Of course, I can wait.

Woman: What's your address?

Man: It's 58, Cheetham Street.

Woman: Can you spell that for me?

Man: Yes. It's 58 C-H-E-E-T-H-A-M Street.

Woman: Thank you.

1.3.

Hi Pam. It's Debbie. I'm in a terrible mess. When the lessons were over, I went to a gift shop to buy a present for my sister's birthday. Then I came home, and I couldn't find my keys. So I returned to school and the gift shop to check if I had left them there. They were nowhere! My parents haven't returned home yet, and I don't know what to do.

Zad. 2. /p70 (track 22)

Yesterday, I woke up late. I looked at the alarm clock. It was seven fifteen. Oh my, I had overslept. I quickly ran to the bathroom, but my sister was there. I waited impatiently for another five minutes before my sister came out. I went into the bathroom to have a hot shower. Unfortunately, because of some repairs, only cold water was running out of the tap. So I took a quick shower, and after that, I went downstairs to the kitchen to get something to eat. There wasn't much left. So I only drank a glass of hot milk and returned to my room to get dressed. Then, I quickly left home. I got on my bike and rode a few hundred metres when I discovered I had left my school bag in my room. I returned home to get it. I got on my bike again still hoping to get to school in time. At that moment, I realised that the chain on my bike was broken. I got off my bike and pushed it to the garage. I walked to the bus stop and waited for the bus to arrive. When I got to school, the lessons had already started.

Zad. 3. /p70 (track 23)

3.1.

I think that when children get too much pocket money, they want more and more. Just like some of my friends. They think that pocket money is the best thing in the world. They feel sorry for those who don't get it, like me. But my parents always give me money when I ask them. I don't want them to give me money regularly every week or every month.

3.2.

Pocket money isn't something I talk about with my mates at school. It's because some parents give their kids too much pocket money; other kids get very little money. For me, it's very important not to show off about how much money I get from my parents. I get what I get and spend none of it. I put all my pocket money into my money box.

3.3.

I don't save all of my pocket money. What for? I prefer to use it to have clothes I really want, and these usually cost a lot. So, when I need new clothes, my parents offer to pay up to £50 for them. Then I give them some of my pocket money to make up for the difference in price. This way, I spend more than I get and wear what I like.

3.4.

I get too little money to spend it all straight away. This is why I think twice before I decide to spend my pocket money on this or that particular thing. This means that I don't spend it all at once. I know that if I spend too much, my parents won't give me any money till the next month. I must collect some money before I begin spending it.

Zad. 4. /p70 (track 24)

Emily: Hi Mum.

Mother: Hi Emily.

Emily: Mum, Dad and I are still doing the shopping. We don't know what to buy, beef or turkey.

Mother: Get some beef. I'll make it with vegetables for lunch tomorrow. Speaking of lunch, you should hurry up. The chicken will be ready soon.

Emily: We need about half an hour.

Mother: OK. David is coming from school at one thirty, so we can have lunch at two. But, please, don't be late.

Emily: What about dessert?

Mother: We have some ice cream in the fridge.

Emily: There isn't any, I'm afraid.

Mother: Oh, then, buy some fruit cake. Make sure it's fresh.

Emily: Sure. Anything else?

Mother: Don't forget the apples. Two kilos. I'll make an apple pie tomorrow.

Emily: We've already bought one kilo.

Mother: So get another one.

Emily: OK. See you soon.

Zad. 5. /p71 (track 25)

5.1.

How often do you read books?

5.2.

What would you like to do this afternoon?

5.3.

Do you know how to play tennis?

5.4.

What about meeting tomorrow?

NOTES

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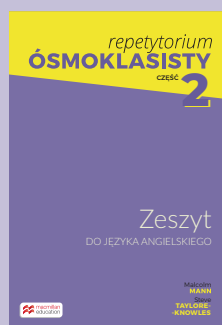
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